DOCUMENT RESUME

ED 142 024 EC 101 391

AUTHOR	Camp, Bonnie W.
TITLE	A Pilot Study of Verbal Learning in Young Aggressive Boys. Appendix H.
INSTITUTION	Colorado Univ., Denver.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.
PUB DATE	Dec 75
GRANT	NE-G-00-3-0029
NOTE	162p.; For related information, see EC 101 390; This manual was designed by the School of Medicine, Colorado University
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	*Aggression; *Behavior Change; *Cognitive Development; *Curriculum Guides; Early Childhood Education; Emotionally Disturbed; Learning Activities; Males; Problem Solving; Program Guides; *Self Control; Teaching Methods; *Verbal Learning
IDENTIFIERS	*Verbal Mediation

ABSTRACT

Provided is the manual for the "Think Aloud" program for young aggressive boys which is designed to slow down and inhibit first associations; increase verbal mediation; inhibit immature, irrelevant speech; increase repertory of alternative responses; increase skill in staying with a plan and evaluating outcomes; and facilitate transfer of learned skills to life situations. It is noted that the manual was prepared for use in half-hour daily sessions over a period of 8 weeks. Tasks, which progressively increase in difficulty, involve both impersonal cognitive problems such as puzzles, mazes, and copying designs, and interpersonal problem situations. The program unfolds by first using the "copy cat" game on very simple cognitive tasks to engage the child in reacting to all features of the modeling; "copy cat" is then used to introduce the child to the four steps in dealing with a problem (identifying the problem, developing a plan, monitoring performance, and evaluating performance and outcome), and finally "copy cat" is faded and cue cards standing for each step are introduced to signal the child to verbalize both the question and the answer for himself. Instructions for the teacher, descriptions of materials, recording forms, and puzzle sheets are provided. (SBH)

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A Pilot Study of Verbal Learning in Young Aggressive Boys

Proposal No. 3-0168
Grant No. NEG-003-0029 Appendix H

Bonnie W. Camp

EC 101 391

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THINK ALOUD PROGRAM

Group Manual

Bonnie W. Camp
Mary Ann Simmons Bash

December 1975

EC101391

Acknowledgements

Material in Social #2 (p. 43 to top of page 45), Social #3 (p. 49 to middle of page 51), and Social #6 (p. 75 to top of page 79) has been reproduced from Shure, M. B. and Spivack, G. A Mental Health Program for Kindergarten Children: Training Script. Philadelphia: Department of Mental Health Sciences, Hahnemann Community Mental Health/Mental Retardation Center, 1974. This also includes portions of the training script for four-year olds originally developed by Shure and Spivack and published in Spivack, G. and Shure, M. B. Social Adjustment in Young Children. San Francisco: Jossey-Bass, Inc., 1974. Material in Social #1 (p. 35-40), Social #4 (p. 56-57), Social #5 (p. 64-68), Social #7 (p. 92-95) and Socials #8-19 (p. 99-119) are adapted from the same works. Although goals and materials contained in Social lessons 8-19 were adapted, several changes were made in the technique, e.g. modeling with "copy cat" and use of cue pictures, which represent a departure from the philosophy of the original authors.

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Development of this manual was supported in part by a Career Research Development Award No. MK2-47 356 from the National Institute of Mental Health and a grant No. NEG 003-0029 from the National Institute of Education.

Introduction

From our studies of cognitive functioning in young aggressive boys, (Camp, Impulsivity, verbal mediation and response inhibition in young aggressive boys, in preparation, 1975; Camp, Zimet, van Doorninck, & Dahlem, Verbal abilities in young aggressive boys, submitted for publication, 1975) we have arrived at the following characterization. In comparison with normal boys their verbal development is basically adequate but they fail to use these abilities to think through and plan solutions to problems unless specifically requested to do so. They talk a lot, even when the task does not specifically or ostensibly call for it, but the majority of their verbal output is immature, self-stimulatory and often irrelevant to the task at hand. Consequently it serves no useful purpose in problem solving. As a result they have more difficulty on tasks which do not explicitly call for verbal planning and reasoning (e.g. complex mazes) but which cannot be solved without it. This was most evident in nonverbal test situations but could also be encountered in verbal tasks which require blocking of the first association prompted and reasoning to a solution (e.g. more difficult items in reasoning by analogy). Even when the rules of the game call for blocking the first stimulated response they have more difficulty performing this inhibition (e.g. playing the Simon Says game). Their natural inclination is to respond rapidly, but when specifically instructed to verbalize overtly before responding they may achieve response inhibition more readily than normals. However, when merely whispering self-instructions, they are inconsistent in achieving response inhibition. They have difficulty with sequential memory, and reading achievement is depressed. Table 1 summarizes these characteristics.

Table 1
Cognitive characteristics of Young Aggressive Boys

Adequate verbal ability
Impulsive - fast responder
Inconsistent inhibition of first response
Private speech immature and voluble
Decreased effect of covert commands
High threshold for verbal mediation
Poor reading
Poor sequential memory

The "Think Aloud" program was designed to attack the problems mentioned above. Impulsivity, failure to inhibit

first responses and a high threshold for use of verbal mediational activity in problem solving were initially conceptualized as the key problems. To this was added the idea that slowing down, developing response inhibition and achieving facility with verbal mediation might not be enough. Some children might still have problems because of inability to stay with a plan, or because of a limited repertory of alternative ideas to use in a given situation and inability to evaluate outcomes. Further, after initial pilot work with the program, we recognized that immature chatter might actively prevent the child from using self-verbalization productively. And finally we realized that transfer of effects from the training session to life situations might not occur without specific training directed toward transfer.

With these considerations in mind, we designed a program with the following objectives: 1) slow down, 2) inhibit first associations, 3) increase verbal mediation, 4) inhibit immature, irrelevant speech, 5) increase repertory of alternative responses, 6) increase skill in staying with a plan and evaluating outcomes, and 7) transfer to life situations.

The first three of these objectives are approached initially through overt verbalization, rehearsal, self-instruction and evaluation before, during and after a task. Gradually, as overt self-instruction becomes efficient in helping the child to slow down, to block his first impulse and to verbalize his plan, he learns to fade the verbalization to a covert level.

Inhibition of immature, irrelevant speech and behavior is sought initially through heightening the child's awareness of his silliness by introducing a signal for an incompatible activity. The eventual expectation is that the child will begin to apply the signal on his own and productive self-verbalization will eventually take over.

Increasing the child's repertory of responses is accomplished through modeling of effective thinking strategies, through modeling ways of coping with frustration and disappointment, through use of provocative situations and questions, and through emphasis on thinking of several different solutions, plans and possible consequences.

To increase skill in following a plan and evaluating outcomes, ongoing reminders and evaluation of different

aspects of performance are included in verbalization training, along with recognition of the relationships between actions and consequences. Several games also introduce feelings and fairness as important to evaluation of outcome.

Training for transfer to real life situations has been attempted through trying to provoke behavior and reactions in the training sessions which commonly occur in the classroom so that ways of using the training in real life contexts can be "tried-out". Such reactions and behavior are elicited by 1) including two children in the training sessions to provide the natural stimulus of other children, 2) use of provocative questions and situations, and 3) dramatic enactment by the teacher of an individual child's reaction pattern, especially his aggressive reaction to frustration. Transfer is then approached through 1) stress on cooperation between the children and use of self-verbalization to achieve this, 2) stimulating empathetic responses, 3) providing cognitive strategies for coping with feelings as part of dramatic outbursts, 4) open discussions of other situations in which "Think Aloud" strategies may be helpful, and 5) simply connecting activity in the training program with the classroom by indicating that the regular teacher requested work on the activity.

And finally, many boys appear to be actively resistant to systematic use of verbal mediation rather than merely having a high threshold for arousal. Consequently dramatic staging, game format and props have been used liberally to sustain attention and improve motivation when performing is difficult.

The tasks presented to the children involve both impersonal cognitive problems such as puzzles, mazes, copying designs, and interpersonal problem situations. The manual was prepared for use in ½ hour daily sessions over a period of eight weeks and each day's materials are designed to fit within that time period.

The program unfolds by first using the "copy cat" game on very simple cognitive tasks to engage the child in reacting to all features of the modeling (speech and action). "Copy cat" is then used to introduce the child to the four steps in dealing with a problem 1) identifying the problem, 2) developing a plan, 3) monitoring performance and 4) evaluating performance and outcome. Then "copy cat" is faded and cue cards standing for each step

are introduced to signal the child to verbalize both the question (e.g. What is my problem?) and the answer for himself. In the meantime, cognitive tasks are increasing in difficulty and the child is encouraged to think of more than one plan before proceeding with a task. As the child becomes adjusted to "thinking out loud" in a systematic fashion (or earlier if the natural occasion arises), interpersonal situations are broached. The first social games prepare for dealing with interpersonal problems through exercises in identifying emotions, determining antecedents to an emotion, considering what might happen next in various situations, and evaluating fairness of outcomes. Cooperation in dealing with the impersonal cognitive tasks is also being stressed.

Sessions then proceed with a mixture of impersonal and interpersonal problems with increasing difficulty, complexity and emphasis on holding several things in mind at one time.

We have been fortunate to have the personal assistance of Donald H. Meichenbaum in development of this program. His work with Goodman (Training impulsive children to talk to themselves: A means of developing self-control. Journal of Abnormal Psychology, 1970, 77, 115-126) was the principle model for our approach to teaching children to "think out loud" in tackling new problems. Additional ideas were obtained from other publications of Meichenbaum and from papers by Palkes, Stewart, & Freedman (Improvement in maze performance of hyperactive boys as a function of verbal training procedures. Journal of Special Education, 1972, 5, 337-342) and Bornstein & Quevillon (The effects of a self-instructional package with overactive preschool boys. Journal of Applied Behavioral Analysis, in press).

We have leaned heavily on the work of Myrna Shure and George Spivack for an approach to interpersonal problems and repertory development in general. Personal consultation from Myrna Shure was of great assistance. As already indicated, Shure & Spivack have generously allowed us to use much of their material directly or in adaptation. In several instances, notably in introducing the Social lessons numbers 8-19 (pages 83-103), we have departed from their technique by using cognitive modeling and by

using cue pictures to classify responses. Although the goals of the programs are similar, i.e. thinking of different ideas, Shure and Spivack try to guide the child toward development of his own ideas without suggesting specific solutions. Thus our use of their materials is virtually opposite to theirs.

The following colleagues assisted in reviewing, critiquing and providing new ideas for meeting particular problems: Gaston E. Blom, Frederick Hebert, Linda H. Reed, Margo Simmons, and William J. van Doorninck. And finally, we are indebted to the Denver Public Schools for their continued support and assistance and particularly to Dorothy Major, Walter Oliver, and Frank Roberts, whose insistence on the impracticality of using an individual program in schools opened our eyes to the advantages of having children work together.

Bonnie W. Camp
Mary Ann Simmons Bash

November 1975

Table of Contents

DAY 1: Copy Cat - say & do
Following Directions
Free coloring

DAY 2: Copy Cat
Introduction to Thinking Out Loud - Coloring Shapes
Introduction to Cue Pictures

DAY 3: Review of Cue Pictures & Coloring Strategy
Puzzle Strategy Introduced

DAY 4: Review of Cue Pictures
Review of Puzzle Strategy
Dog Puzzle
PMA K-1
(Introduction-Suggested Dialogue for Cooperation Training)

DAY 5: PMA K-1
Auditory Association Listening Task with props -
Cat - 2, Look - 3

DAY 6: Detective pictures
Social #1 - Identifying Emotions

DAY 7: Social #2 - Why-Because
Auditory Association Task - Spoon, Cat - 3

DAY 8: Social #3 - Why-Because
Simon Says - Thinking Out Loud Form
Independent Puzzles

DAY 9: Social #4 - Emotional Causality - "David Was Mad"
PMA - appropriate grade level

DAY 10: Social #5 - What Might Happen Next? - Is Anybody Listening?
PMA
Mazes

DAY 11: Social #6 - Is It a Good Idea and Beginning Consequences
Auditory Association Task - Coat-3, Look-3
Independent trails & matching figures

DAY 12: Inductive Reasoning - Day 1
Auditory Association Task - Coat-3, Look-3
Independent trails & matching figures
Partner Maze - Who Will Get to Mars First

DAY 13: Social #7 - Fairness
Inductive Reasoning - Day 2
Red Riding Hood Maze

MATERIALS

(Teacher must provide capitalized items.)

DAY 1 - page

TAPE DISPENSER
PASTE
SCISSORS
1 box of colored pencils
SMALL BOX
MANILA FOLDER

} Have on table within children's view

LARGE CARTON - under or beside teacher's chair.
1 calendar
1 weather pictures page
1 Following Directions Recording Form
3 free coloring pictures

DAY 2 - page

3 pages shapes for coloring
1 box colored pencils
4 cue pictures

DAY 3 - page

4 cue pictures - in view on table.
2 Owl puzzles + 2 flannel boards

DAY 4 - page

4 cue pictures - in view on table.
completed flannel Owl Puzzle from Day 3
1 Dog puzzle + flannel board
3 PMA K-1 page 10

DAY 5 - page

3 PMA K-1 page 10 from Day 4
1 Auditory Association Listening Task tape
1 Auditory Association Listening Recording Forms: Cat-2
Look-3
2 Auditory Association spot cards
2 Hand-made Mickey Mouse ears
TAPE RECORDER

MATERIALS

(Teacher must provide capitalized items.)

DAY 6 - page

1 Indian boy detective picture
1 Chick detective picture
Understanding Our Feelings:
Set One: Smiling girl
Sad boy
Crying girl
or Laughing boy with girl
Pensive young lady
Sad boy
Father with son

Set Two: Boy with dog
Pensive boy
Mad boy
Laughing man
Angry lady
Sad girl
Mother with baby
1 Identifying Emotions Recording Form
A KEY OR A PENNY

DAY 7 - page

Girl in Rain photograph
Girl Falling off Bike photograph
2 Mickey Mouse ears
1 Auditory Association Listening Task Tape from Day 5
2 Auditory Association Listening Recording Forms: Spoon
Cat-3
2 Auditory Association Listening spot cards from Day 5

TAPE RECORDER

DAY 8 - page

1 Dilly, the Dragon puppet
Simon Says: thinking out loud chart
2 hand recording cards
3-trial Recording Form for each child
1 Train puzzle + Dog I and Owl puzzles } set out on a work table.

MATERIALS

(Teacher must provide capitalized items.)

DAY 9 - page

David Was Mad! - From Sounds of a Powwow - Bill Martin, Jr.
PMA - appropriate form for grade level K-1 (page
or 2-4 (pages
STIFF MARKER

Day 10 - page

Is Anybody Listening? - Wayne Carley
3 puppet faces
1 Adult Trail Part A 1 - 25
2 Trails Part A Sample
2 Trails 1 - 15
2 Fido picture mazes
1 Red Riding Hood picture maze
2 Puddle picture mazes
1 Box colored pencils

DAY 11 - page

Children and the Law #12, #7, #3
Science Themes 2 #7
Safety Themes #12, #11
1 Auditory Association Lists: coat - 3
look - 3
1 Mickey Mouse ears
1 Auditory Association spot card
TAPE RECORDER
Detective and Trail folders

DAY 12 - page

Inductive Reasoning Recording Form
1 Auditory Association Lists: coat - 3
look - 3
1 Mickey Mouse ears
1 Auditory Association spot card
TAPE RECORDER
Detective and Trail folders
Partner Maze - Mars
Colored Pencils

MATERIALS

(Teacher must provide capitalized items.)

DAY 13 - page

7 Rosenzweig pictures
Dragon & Wolf puppets
1 Inductive Reasoning Recording Form from Day 12
1 Trail Making Part B
2 Trails 1A - G8
2 Red Riding Hood mazes

UNSCHEDULED MATERIALS

These materials should be coupled with social lessons as suits the children's needs.

8 - 19 pp.

THINK ALOUD MAZES - page

Mazes

Colored Pencils

TA Mazes Recording Form

RAVEN MATRICES - page

Coloured Progressive Matrices book

OPAQUE COVER SHEET

Children's Progressive Matrices Answer Sheet

STENCIL DESIGN - page

Stencil Design Cards

Stencil Design Recording Form

AUDITORY INCONGRUITIES - page

Small Dog picture

Auditory Incongruities Recording Form

Cue Pictures

AUDITORY INHIBITION - page

Spot card

Auditory Inhibition Recording Form

TAPE RECORDER and tape

Cue pictures

DAY 1

1 Copy Cat

The copy cat game is introduced at the outset of the program to encourage verbalization and imitation of the teacher's words and gestures. Continue the copy cat game as long as necessary to develop minimal fluency in repeating teacher's words verbatim.

2 Following Directions

These commands progress to complex chains of prepositional phrases typical of classroom instructions. The children's performance on these commands will give us a baseline to judge future progress.

3 Free Coloring

This task is included to help relax the children and to give us an example of the children's coloring ability. We will then be able to interpret if thinking out loud on the coloring shapes task alters their approach to coloring.

DAY 1 - Time 20 - 25 minutes.

Emphasis on thinking out loud comfortably, low cognitive demands.

1 Copy Cat Introduction

Teacher: WE'RE GOING TO DO SOME SPECIAL THINGS TOGETHER. WHO HAS PLAYED THE GAME COPY CAT? CAN SOMEBODY WHO HAS PLAYED COPY CAT TELL US HOW YOU PLAY THE GAME. (If child can't remember the rules or explains only part of the game, fill in details.) YES, YOU HAVE TO SAY WHAT I SAY AND DO (point finger) WHAT I DO. LET'S PLAY COPY CAT.* (If kids don't echo you, repeat.) LET'S PLAY COPY CAT.* YOU HAVE TO SAY WHAT I SAY AND DO WHAT I DO.* IF I POINT MY FINGER (point finger)* YOU HAVE TO POINT YOURS.* IF I STAMP MY FOOT* (stamp foot*) YOU HAVE TO STAMP YOURS.* YOU ARE GOOD COPY CATS.* OH, COME ON.* STOP COPYING ME.* (Hands on hips.)* HOW CAN I GET YOU TO STOP?* I NEED A SIGNAL.* (Give "safe" sign and explain that will be the signal to stop copying.) SOMETIMES IT MAKES PEOPLE MAD WHEN YOU PLAY COPY CAT. WE NEED TO FIND OUT IF IT'S ALRIGHT WITH OUR FRIENDS IF WE COPY WHAT THEY SAY AND DO. WE'LL USE THIS SIGNAL SO YOU KNOW WHEN TO STOP COPYING WHAT I SAY AND DO. SHOW ME THE SIGNAL THAT MEANS TO STOP COPYING. WHAT WILL YOU DO WHEN I (give signal)? WE'LL PLAY COPY CAT ON LOTS OF DIFFERENT DAYS. IT WILL BE VERY IMPORTANT FOR YOU TO SAY WHAT I SAY AND TO DO WHAT I DO.

2 FOLLOWING DIRECTIONS

Teacher: NOW WE'RE GOING TO PLAY ANOTHER KIND OF GAME. I CALL IT FOLLOWING DIRECTIONS. I'M GOING TO ASK YOU TO DO SOME THINGS. YOU LISTEN VERY CAREFULLY FOR YOUR NAME AND DO JUST WHAT I SAY. 2nd child's name, YOU TELL ME IF 1st child's name DOES JUST WHAT I TOLD HIM WHEN IT IS HIS TURN. 1st child's name, YOU TELL ME IF 2nd child's name DOES JUST WHAT I TOLD HIM ON HIS TURN." (Give Following Directions one at a time. Require child to do just what you asked. If he errs on a direction and "judge" does not catch it say, THAT'S NOT QUITE WHAT I ASKED. LISTEN AGAIN AND DO JUST WHAT I ASK. Record performance on Following Directions form, page 5).

Teacher: (To Child 1), CLOSE THE DOOR, PLEASE.

Child 1: _____

Teacher: (Look to 2nd child for approval. Record both children's responses on Following Directions Recording Form.)

*Children copy statement.

Teacher: (To Child 1,) SIT DOWN IN THE BIGGER CHAIR (AT THE TABLE).

Child 1: _____

Teacher: (To Child 2,) PLEASE TAPE THIS CALENDAR TO THE WALL. (Have a tape dispenser and a bottle of paste on table.)

Child 2: _____

Teacher: Child 1, PUT A BLACK X ON #___ SINCE TODAY IS THE _____ OF JANUARY. (Have box of colored pencils on table next to tape dispenser.)

Child 1: _____

Teacher: THANK YOU. NOW TURN AND LOOK AT ME.

Child 1: _____

Teacher: WHAT DAY IN JANUARY IS TODAY?

Child 1: _____

(Note: Child 2 may impulsively respond here. Stop and say, WHOSE PROBLEM IS THIS? _____ WHAT ARE YOU SUPPOSED TO DO?)

Teacher: GOOD. NOW YOU MAY SIT DOWN AGAIN.

Child 1: _____

Teacher: IT'S SOMETIMES FUN TO KEEP A WEATHER CHART SO WE REMEMBER WHAT KIND OF WEATHER WE HAD EACH DAY. I HAVE A SHEET OF PICTURES THAT SHOW US DIFFERENT KINDS OF WEATHER. (Hand Child 2 strip of pictures.) 2nd child, CUT OUT THE PICTURE THAT TELLS US IT'S A SUNNY DAY.

Child 2: _____

Teacher: (Look to 1st child for approval and record children's responses on Recording Form.)

Teacher: THANK YOU. (To Child 1,) CUT OUT AND HAND ME THE WINDY DAY PICTURE.

Child 1: _____

Teacher: (To Child 2,) POINT TO THE PICTURE YOU WOULD USE ON A RAINY DAY.

Child 2: _____

Teacher: (To Child 2,) WHAT KIND OF DAYS DO THE OTHER PICTURES TELL US ABOUT?

Child 2: _____

Teacher: GOOD. NOW, 1st child, (CUT OUT AND) PASTE THE PICTURE ON THE CALENDAR FOR TODAY THAT WILL SHOW US WHAT THE WEATHER WAS LIKE (WHEN YOU CAME TO SCHOOL/AT LUNCHTIME TODAY).

Child 1: _____

Teacher: GOOD, SO THAT'S HOW WE KEEP A WEATHER CHART.

Teacher: LET'S PUT SOME OF THESE THINGS AWAY. 2nd child, PLEASE GET THE BOX THAT'S UNDER MY CHAIR AND PUT IT ON THE TABLE AND OPEN IT UP.

Child 2: _____

Teacher: 1st child, PUT ALL THE STICKY STUFF AND THE SCISSORS IN THE SMALL BOX AND PUT THE SMALL BOX IN THE BIG BOX.

Child 1: _____

Teacher: 2nd child, PUT THE WEATHER PICTURES IN THE BROWN FOLDER AND PUT THE BROWN FOLDER IN THE BIG BOX.

Child 2: _____

Teacher: 2nd child, CLOSE THE BOX FOR ME AND PUT IT ON THE (CHAIR, TABLE) UNDERNEATH MY COAT.

Child 2: _____

Teache : GOOD WORK. WE'RE GOING TO BEGIN WORKING ON LOTS OF SPECIAL PROBLEMS TOMORROW. AND WE'LL WORK EACH DAY AT THIS TIME FOR ABOUT 25 MINUTES. I'LL WANT YOU TO DO ALL THE THINGS I ASK YOU JUST THE WAY I SHOW YOU TO DO THEM. THAT'S WHY WE PRACTICED FOLLOWING DIRECTIONS TODAY. YOU DID EVERYTHING JUST THE WAY I ASKED YOU TO. AND YOU WERE BOTH REAL GOOD COPY CATS.

FREE COLORING

Teacher: THE LAST THING I WANT YOU TO DO TODAY IS TO CHOOSE A PICTURE TO COLOR JUST THE WAY YOU WANT TO. AND WHEN YOU FINISH I'LL ASK YOU EACH TO TELL ME A LITTLE-ABOUT THE PICTURE. (Show children three pictures to select from. If children select the same picture to color say, I ONLY HAVE ONE PICTURE LIKE THAT. WHAT WOULD BE A FAIR WAY TO DECIDE WHO CAN COLOR IT?)

Children: _____

Teacher: (After one child finishes coloring say,) TELL ME A STORY ABOUT YOUR PICTURE. (Write on back of Daily Evaluation form the gist of child's "story" or description.)

Child: _____

Teacher: (Repeat with other child.)

Teacher: WE'VE DONE THREE THINGS TODAY. LET'S SEE IF YOU REMEMBER ALL THREE THINGS WE DID.

Children: _____

FOLLOWING DIRECTIONS

Directions: Check (✓) under appropriate child if performance is correct and wherever judge agrees with performance.

	Child 1	Child 2	Judge Agreement
1. Close the door			
2. Sit down in the bigger chair			
3. Tape this calendar to the wall			
4. Put a black X on # ___ since today is the ___ of January.			
5. Turn and look at me.			
6. What day in January is today?			
7. Sit down again.			
8. Cut out the picture that tells us it's a sunny day.			
9. Cut out and hand me the windy day picture			
10. Point to the picture you would use on a rainy day.			
11. What kind of days do the other pictures tell us about?			
12. (Cut out and) paste the picture on the calendar for today that will show us what the weather was like...			
13. Get the box that's under my chair and put it on the table and open it up.			
14. Put all sticky stuff and the scissors in the small box and put the small box in the big box.			
15. Put the weather pictures in the brown folder and put the brown folder in the big box.			
16. Close the box and put it on the chair underneath my coat.			

DAY 2

1 Copy Cat

The Copy Cat game is played again to develop verbatim repetition of the teacher's words. This skill will facilitate the thinking out loud process introduced in coloring shapes.

2 Cue pictures

To guide the children in how to think about a problem, we introduce pictures that remind the children of the questions they ask and answer while they think out loud about a task. Pictures of a bear constructing a bird house help cue the children into the questions: 1) What is my problem? 2) How can I do it? 3) Am I using my plan? and 4) How did I do? We hope the image of the bear will facilitate the recall of what to think out loud.

DAY 2 - Time 20-25 minutes

1

COPY CAT

Teacher: LET'S PLAY COPY CAT AGAIN. REMEMBER YOU HAVE TO SAY WHAT I SAY AND DO WHAT I DO. IF I POINT MY FINGER YOU POINT YOUR FINGER.* (Continue with Copy Cat emphasizing DO WHAT I DO with gestures.)

Children: _____

Teacher: GOOD. TODAY I'M GOING TO SHOW YOU A NEW WAY OF DOING A PROBLEM. I CALL IT THINKING OUT LOUD. WHAT DO I CALL IT?

Children: _____

Teacher: WE'LL START WITH A REAL EASY PROBLEM: YOU PROBABLY WOULD NOT THINK OF IT AS A PROBLEM. BUT WE'RE GOING TO PRETEND IT IS LIKE A PROBLEM WE HAVE TO SOLVE. LATER ON WE WILL DO LOTS HARDER PROBLEMS AND THEN THIS THINKING OUT LOUD WILL REALLY HELP. TO TEACH YOU TO THINK OUT LOUD WE'LL USE OUR COPY CAT GAME. YOU WILL BE THE COPY CATS AND YOU MUST SAY AND DO JUST WHAT I SAY AND DO.

COLORING SHAPES

Teacher: (Give children and yourself the paper of shapes to be colored. Select the circle with a fat border first.) WE EACH HAVE A PAPER WITH SOME SHAPES ON IT. THE PROBLEM children's classroom teacher's name GAVE US IS TO COLOR THIS SHAPE THE BEST WE CAN WITHOUT GOING OUTSIDE THE LINES. PICK A COLORED PENCIL AND I'LL PICK ONE.

Children: _____

Teacher: LET'S LEARN TO THINK OUT LOUD TO HELP US DO THIS PAPER. REMEMBER YOU MUST COPY WHAT I SAY AND DO. LET'S TRY IT.

Teacher: (Without putting pencil to paper.)
Q. OK. WHAT IS MY PROBLEM?*

A. I AM SUPPOSED TO COLOR THIS CIRCLE WITHOUT GOING OUTSIDE THE LINES.*

Q. HOW CAN I DO IT?*

A. I'LL GO SLOWLY.* I'LL BE CAREFUL.* I'LL OUTLINE THE CIRCLE FIRST. THEN I CAN GO FASTER IN THE MIDDLE.* OK, HERE I GO.* (Begin coloring.)

(Note: Children may become so intent on coloring that they fail to copy. Remind them as often as necessary, WHERE'S MY COPY CAT?)

Teacher: Q. AM I USING MY PLAN?*

A. YES. I'M MAKING A FRAME AROUND THE OUTSIDE.* I'M GOING SLOWLY.* NOW I CAN GO FASTER IN THE MIDDLE. (Cross line boundary.) OOOPS, I WENT TOO FAST.* I WENT OUTSIDE THE LINE.* THAT'S OK. I'LL BE MORE CAREFUL.* I'LL GO SLOWER.* THERE I DID IT.*

Q. HOW DID I DO?*

A. I TRIED HARD.* I WENT SLOWLY. I USUALLY STAYED INSIDE THE LINES.* THAT MAKES ME FEEL GOOD.*

Teacher: GOOD, YOU WERE GOOD COPY CATS. AND I LEARNED SOMETHING. IS IT A GOOD IDEA TO COLOR FAST?

Children: _____

Teacher: WHY, _____ ?

Child: _____

Teacher: I COULD COLOR FAST. (Address least verbal child.) WHAT'S ANOTHER WAY I COULD COLOR?

Child: _____

2 CUE PICTURES

Teacher: OK. SOMETIMES PICTURES HELP US REMEMBER WHAT WE HAVE TO SAY AND DO. MAYBE THESE PICTURES WILL HELP YOU REMEMBER THE QUESTIONS WE ASK OURSELVES WHEN WE THINK OUT LOUD. (Have four cue pictures ready to present on their respective question.)

Teacher: DO YOU REMEMBER THE TWO QUESTIONS WE ASK OURSELVES AND ANSWER BEFORE WE START? (Show cue picture #1.)

Children: _____

Teacher: (If children hesitate, offer immediately) WHAT'S MY PROBLEM? YOU BE COPY CATS. SAY WHAT I SAY. WHAT'S MY PROBLEM?* Teacher's name WANTED ME TO COLOR A SHAPE WITHOUT GOING OUTSIDE THE LINES.*

Teacher: (Show cue picture #2) HOW CAN I DO IT?* WELL, I'LL GO SLOWLY.* I'LL BE CAREFUL.*

Teacher: WHILE WE DO OUR WORK, WE ASK OURSELVES, (Show cue picture #3) AM I USING MY PLAN?* YES. I'LL GO SLOWLY,* BE CAREFUL,* STAY INSIDE THE LINES.*

Teacher: WHEN WE FINISH OUR WORK, WE LOOK AT OUR PAPER AND ASK (Show cue picture #4), HOW DID I DO?* I USED MY PLAN* I WAS GOOD AT THINKING OUT LOUD.* I TRIED TO STAY INSIDE THE LINES.*

Teacher: GOOD, YOU ARE SUPER COPY CATS. NOW LET'S SEE IF THE PICTURES HELP YOU REMEMBER THE QUESTIONS. (Show cue picture #1.) WHAT'S THE FIRST QUESTION WE ASK OURSELVES BEFORE WE START?

Children: _____

Teacher: GOOD. AND THE NEXT QUESTION? (Show cue picture #2.)

Children: _____

Teacher: (If children hesitate, help them immediately.) GOOD. WHILE WE'RE WORKING, WHAT DO WE HAVE TO REMIND OURSELVES? (Show cue picture #3.)

Children: _____

Teacher: GOOD. AND WHEN WE FINISH OUR JOB, WHAT DO WE ASK OURSELVES? (Show cue picture #4.)

Children: _____

Teacher: GOOD. (Think out loud on another shape with thinner border while children copy you as above. Point to cue pictures as you use them. Try a different plan this time to decide which strategy you prefer. WHAT'S MY PLAN? I'LL GO SLOW. THIS TIME I'LL START IN THE MIDDLE. I'LL MAKE A LITTLE CIRCLE BIGGER AND BIGGER. AM I USING MY PLAN? YES BUT IT'S HARD. I'LL DO BETTER IF I MAKE A FRAME FIRST.)

Teacher: LET'S SEE IF YOU BOTH CAN THINK OUT LOUD ON THE NEXT PROBLEM. THE PICTURES WILL HELP YOU REMEMBER THE QUESTIONS TO ASK YOURSELF. YOU SAY THE QUESTION AND ANSWER IT.

Teacher: (Point to thinnest-bordered triangle,) YOUR PROBLEM IS TO COLOR THIS SHAPE WITHOUT GOING OUTSIDE THE LINES. WHAT'S THE FIRST QUESTION WE ASK OURSELVES BEFORE WE START? (Show cue picture #1.)

Children: _____

Teacher: GOOD. (Whenever necessary remind children to say the question and help them to answer it. At appropriate time during task, introduce each successive question by pointing to cue picture. When children complete task and questions, ask them if they can remember the first question we always ask ourselves before we start a job. If one child was slow to pick up spontaneous verbalizing, do another shape in the same manner with him with teacher acting as copy cat, repeating whatever child says.)

Teacher: GOOD WORK. WHEN WE COLOR WE THINK OUT LOUD TO REMIND OURSELVES TO GO SLOW, BE CAREFUL, AND STAY INSIDE THE LINES. WHAT DO WE REMIND OURSELVES TO DO WHEN WE COLOR?

Children: _____

Teacher: YES. IS IT A GOOD IDEA OR NOT A GOOD IDEA TO COLOR FAST?

Children: _____

Teacher: WHAT MIGHT HAPPEN NEXT IF WE COLOR FAST?

Children: _____

Teacher: SO WHAT'S A DIFFERENT WAY WE COULD COLOR SO WE (repeat child's response)?

Children: _____

DAY 3

1 Telling a child he is very good at doing something is more powerful than telling his teacher the child is very good. Tell the children consistently before they begin a puzzle task that they "are very good at doing puzzles".

2 The children often persever on the coloring plan. They consider it the only answer to HOW CAN I DO IT? We want to establish early on that each problem requires its own specific strategy. To answer HOW CAN I DO IT? The student must consider the given problem.

3 The teacher models an impulsive action then copes with her own impulsivity. These incidents provide models for slowing down and thinking of an alternative.

DAY 3

Teacher: YESTERDAY WE LEARNED THE QUESTIONS WE ASK OURSELVES WHEN WE THINK OUT LOUD. LET'S SEE WHICH QUESTIONS YOU CAN REMEMBER. SEE IF THE PICTURES HELP YOU REMEMBER THEM. (Point to each cue picture and help children on those they do not recall.)

Children: _____

Teacher: WHAT ELSE DID WE DO YESTERDAY? CAN YOU REMEMBER WHAT PROBLEM YOU THOUGHT OUT LOUD ON?

Childreu: _____

Teacher: WHAT IS OUR PLAN TO HELP US COLOR BETTER?

Children: (Go slow, be careful, stay inside the lines, color carefully around the edges first.)

1 Teacher: GOOD. LET'S LEARN TO THINK OUT LOUD TO HELP US DO ANOTHER KIND OF PROBLEM. YOU BOTH ARE VERY GOOD AT DOING PUZZLES. SO LET'S PUT THESE PUZZLE PIECES TOGETHER JUST THE RIGHT WAY SO THEY MAKE
2 A PICTURE. WE'LL NEED TO THINK OF A DIFFERENT PLAN TO HELP US SOLVE THE PUZZLE.

Teacher: I'LL PICK THE FIRST PIECE AND YOU BE THE COPY CATS WHILE I THINK OUT LOUD. THEN 1st child's name GETS TO PICK THE NEXT PIECE, AND 2nd child's name AND I WILL COPY WHAT YOU SAY. THEN IT WILL BE 2nd child's TURN TO PICK A PIECE. WHO WILL BE THE COPY CAT WHILE HE THINKS OUT LOUD?

Children: _____

Teacher: I WILL PICK THE NEXT PIECE, AND WHO WILL COPY ME?

Children: _____

Teacher: GOOD, LET'S TRY IT. YOU ARE THE COPY CATS FIRST. YOU MUST SAY WHAT I SAY AND DO WHAT I DO.

Teacher: (Cover owl puzzle pieces while saying)

Q. OK WHAT'S MY PROBLEM?* (Point to appropriate cue picture.)*

A. I HAVE TO PUT THESE PIECES TOGETHER THE RIGHT WAY TO MAKE A PICTURE.*

Teacher: Q. HOW CAN I DO IT?* (Point to appropriate cue picture.)*

A. I'LL LOOK AT ALL THE PIECES CAREFULLY.* I'LL LOOK AT COLORS AND LINES AND SHAPES AND FOR PIECES I KNOW. (Uncover pieces.) OK, HERE I GO.* I'M LOOKING AT ALL THE PIECES.* LET ME FIND ONE THAT LOOKS LIKE SOMETHING I KNOW.* OH HERE. THIS LOOKS LIKE A FOOT.* A FOOT IS USUALLY AT THE BOTTOM SO I'LL PUT IT DOWN HERE.*

Teacher: NOW, 1st child, YOU PICK A PIECE AND WE'LL COPY YOU. (let child pick a piece cueing him to look for a piece he knows.)

Child 1: _____**

Child 2: _____**

3 Teacher: (Impulsively) THIS ONE.* OH, SLOW DOWN.* I DON'T KNOW WHAT THAT PIECE IS.* I COULD PICK THAT PIECE, BUT I WOULDN'T KNOW WHERE TO PUT IT.* WHAT'S A DIFFERENT PIECE I COULD CHOOSE?*

Teacher: Q. AM I USING MY PLAN?* (Point to cue picture #3.)*

A. I'M LOOKING AT THE COLOR.* I'M PUTTING THESE PIECES TOGETHER BECAUSE THEY HAVE THE SAME COLOR.*

Teacher: NOW, 1st child PICK A PIECE AND WE'LL COPY YOU. (Point to cue picture #3 to try to elicit third question from child.)

Child 1: _____**

Child 2: _____**

Teacher: HERE IS THIS PART OF THE EYE.* (Inverting part of eye) HOW DOES THIS GO?* I COULD PUT IT LIKE THIS BUT THOSE COLORS DON'T MATCH.* WHAT'S A DIFFERENT WAY I COULD PUT THIS PIECE?* (Turn eye piece to proper position.) YES, THAT'S A GOOD IDEA.* NOW THE GRAYS GO TOGETHER.* (Use a comparable monologue according to pieces that remain.)

Child 1: _____**

Child 2: _____**

Teacher: (After last puzzle piece is placed.)

Q. HOW DID WE DO?* (Point to cue picture #4.)*

A. WE WORKED HARD.* THAT MAKES US FEEL GOOD.* WE LOOKED AT COLORS AND LINES AND SHAPES AND FOR PIECES WE KNEW.* WE PUT THE PIECES TOGETHER SO THEY MAKE AN OWL.* WE WERE GOOD/ NOT VERY GOOD COPY CATS.*

Teacher: IS IT A GOOD IDEA TO TRY ONE PIECE ON ALL DIFFERENT SIDES?

Children: _____

Teacher: WHY?

Children: _____

**Indicates teacher and one child should copy statement.

Teacher: (Mix up, then cover puzzle pieces. Give each child his own owl puzzle with flannel board.) OK, EACH OF YOU TRY TO PUT THIS PUZZLE TOGETHER BY YOURSELF. WHAT PLAN WILL HELP YOU PUT THESE PUZZLE PIECES TOGETHER JUST THE RIGHT WAY?

Children: _____

Teacher: LOOK AT THE PICTURES TO HELP YOU REMEMBER THE QUESTIONS YOU NEED TO ASK YOURSELF. YOU ANSWER THE QUESTIONS. LET ME HEAR YOU THINK OUT LOUD.

Children: _____

Teacher: (Assist children whenever necessary with solution cues as they think out loud independently - color, lines, shapes, familiarity. Encourage thinking out loud: WHAT DO WE ASK WHILE WE DO OUR WORK? - WHAT DO WE ASK WHEN WE FINISH OUR PROBLEM? - After puzzles have been completed, say) WE WORKED ON A NEW PROBLEM TO TODAY. WHAT HAVE WE DONE TO HELP US ON BOTH OUR PROBLEMS?

Children: _____

Teacher: RIGHT, WE WILL THINK OUT LOUD TO HELP US ON LOTS OF PROBLEMS.

Teacher: WHAT IS OUR PLAN TO HELP US PUT PUZZLES TOGETHER? -WHAT CAN WE LOOK AT TO HELP US? (Prompt when necessary with look at all the pieces carefully and for pieces I know, and look at color, and lines and shapes.)

Children:- _____

DAY 4

1 The children are told that their classroom teacher wants them to put the puzzle together. Using the classroom teacher's name is an attempt to help elicit transfer to the children's classroom work.

2 The teacher impulsively grabs a piece and then copes, asking the children if she can have a turn. The slowing down gives the teacher time to recognize an error in her thinking and she then considers an alternative.

3 Find the Twins from Children's Fun Puzzles Magazine

The strategy for finding two identical pictures from a group of pictures is introduced to provide the child concrete details to use in his thinking about a problem. The thinking out loud necessarily slows down the child's responses and requires him to consider all alternatives. What to think about is readily available through the concrete details of the pictures.

4 The teacher says that working hard makes her feel good. The idea of trying hard, despite the outcome, needs to become a satisfying experience for the children.

5 One child is asked to plan what he could do while the other child works on a problem. This plan helps the child recall that he has a problem of his own while others work on assigned tasks.

DAY 4

Teacher: WHO REMEMBERS WHAT WE DID TOGETHER YESTERDAY?

Children: _____

Teacher: YOU ARE GETTING VERY GOOD AT THINKING OUT LOUD. WE WILL KEEP PRACTICING THINKING OUT LOUD SO IT WILL HELP YOU WHEN YOU DO PROBLEMS. WHAT QUESTIONS DO THESE PICTURES HELP YOU REMEMBER TO ASK YOURSELF WHEN YOU THINK OUT LOUD? (Alternately address children while pointing to 4 due pictures, helping them when necessary to recall one form of the questions.)

Children: _____

Teacher: YESTERDAY OUR PROBLEM WAS TO PUT AN OWL PUZZLE TOGETHER. (Show completed owl puzzle on flannel board.) YOU ARE VERY GOOD AT PUTTING PUZZLES TOGETHER. WHAT WAS OUR PLAN TO DO THE OWL PUZZLE? WHAT DID WE LOOK AT TO HELP US PUT THE PIECES TOGETHER JUST THE RIGHT WAY? (Look at all the pieces carefully and look for pieces I know, and look at color and lines and shapes. Fill in any clues the children may omit and have children repeat them.)

Children: _____

Teacher: THAT'S WHAT WE REMIND OURSELVES WHEN WE PUT A PUZZLE TOGETHER. (To least verbal child,) TELL ME AGAIN WHAT WE THINK OUT LOUD TO HELP US PUT A PUZZLE TOGETHER.

Child: _____

Teacher: GOOD. (Present dog puzzle. Have it ready but covered.) YOU HAVE ANOTHER PUZZLE PROBLEM TODAY BECAUSE YOU ARE VERY GOOD AT FIXING PUZZLES. (If children are capable of cooperating and successfully completing puzzle alone, use following set up. However, if children need your help, complete dog puzzle in same manner as owl. Encourage much verbalization.) Teacher's name WANTS YOU TO PUT THE PIECES TOGETHER BY YOURSELF THE RIGHT WAY SO THEY MAKE A PICTURE.

2nd child's name, YOU PICK THE FIRST PIECE TODAY AND WE WILL COPY WHAT YOU SAY. THEN 1st child WILL PICK A PIECE AND WHO WILL COPY WHAT HE SAYS?

Children: _____

Teacher: YOU CAN TAKE TURNS JUST LIKE WE DID ON THE OWL YESTERDAY.

Teacher: (Pieces are covered while saying to 2nd child,) DO YOU REMEMBER THE FIRST TWO QUESTIONS WE ALWAYS ASK OURSELVES BEFORE WE START? (Point to cue picture #1 if necessary.)

Child: (Q. What is my problem? (or What am I supposed to do? **)

(A. I have to put these pieces together the right way so they make a picture.**)

Teacher: (Point to cue picture #2 if necessary.)

Child: (Q. How can I do it?**)

(A. I'll look at all the pieces carefully and I'll look for pieces I know and I'll look at colors and lines and shapes.** I'll work slowly to find how the pieces go together.**)

Teacher: (Uncover pieces.)

Child 2: _____**

Child 1: _____**

Child 2: _____**

Teacher: (Point to cue picture #3.)

Child 1: _____**

2 Teacher: I WANT TO DO A PIECE. (Grab a piece, saying) I KNOW WHERE THIS GOES. WAIT (putting piece down). (Both children's names), MAY I PUT IN THIS PIECE?

Children: _____

Teacher: WAIT, THOSE COLORS DON'T GO TOGETHER. WHAT'S A DIFFERENT WAY I COULD TRY THIS PIECE? (Introduce strategy of trying all different edges against another piece. Take a good look at each juxtaposition, checking color match.)

Child 2: _____**

Child 1: _____**

Child 2: _____**

Child 1: _____**

Teacher: (If necessary, point to cue picture #4.)

Children: _____

Teacher: YOU WORK TOGETHER NICELY. YOU ARE VERY COOPERATIVE. WHAT DO I MEAN BY COOPERATIVE?

Children: _____

Teacher: YES. YOU TAKE TURNS AND YOU WORK HARD ON THE PROBLEMS teacher's name GIVES YOU. AND WE LEARNED A NEW PLAN FOR FIXING PUZZLES. IS IT A GOOD IDEA TO TRY A PIECE ON ALL DIFFERENT EDGES TO FIND HOW THE COLORS GO TOGETHER?

Children: _____

3 Find the Twins

Teacher: NOW WE HAVE ANOTHER PROBLEM. WHAT DO WE DO TO HELP US WITH OUR PROBLEMS?

Children: _____

Teacher: TODAY OUR PROBLEM IS TO FIND THE TWINS. (Use chick picture.) WHAT ARE TWINS?

Children: _____

Teacher: YES, TWINS ARE TWO PEOPLE OR THINGS THAT LOOK EXACTLY ALIKE. YOU HAVE TWO EARS; ARE THEY TWINS?

Children: _____

Teacher: TELL ME SOMETHING ELSE THAT ARE TWINS.

Children: _____

Teacher: TWINS MEAN HOW MANY THINGS? _____

Teacher: (Show picture briefly.) MY PROBLEM IS TO FIND AND CIRCLE THE TWINS. HOW MANY PICTURES SHOULD I CIRCLE?

Children: _____

Teacher: YOU BE COPY CATS. WHAT IS MY PROBLEM? I HAVE TO FIND AND CIRCLE THE TWINS. AND I HAVE TO THINK OUT LOUD. HOW CAN I DO IT? I'LL LOOK CAREFULLY AT EACH PICTURE. HERE I GO. (Reveal 2 pictures at once rapidly.) AM I USING MY PLAN? YES, I'M LOOKING CAREFULLY, BUT THEY ALL LOOK ALIKE TO ME. (Cover pictures.) I GUESS I NEED A NEW PLAN TO HELP ME FIND THE TWINS. (Give Stop Copy Cat signal.) HOW CAN I DO THIS PROBLEM SO I CAN FIND THE TWINS?

Children: _____

Teacher: (Try children's plans or add I'LL SAY WHAT EACH PICTURE LOOKS LIKE. I'LL LOOK AT THE HEAD, THE TAIL, THE HAT, AND THE WING.) NOW I'M READY. (Etc.) (Verbalize details of each picture but circle 1 and 3 before looking at all the pictures.) THESE ARE TWINS. THEY HAVE CIRCLES ON THEIR HATS, BLACK WINGS, BLACK TAILS. OH NO, THEIR TAILS ARE NOT EXACTLY ALIKE. THIS TAIL HAS A STRAIGHT LINE BUT #3's LINE IS A ZIGZAG. HOW DID I DO? I USED MY PLAN AND I WAS GOOD AT THINKING OUT LOUD BUT I FORGOT TO LOOK AT ALL THE PICTURES. (Ask each child to think out loud while they analyze one of the remaining pictures. Copy what they say. Then have them prove they found the twins.

4 Teacher: HOW DID I DO? I TRIED HARD. THAT MAKES ME FEEL GOOD. AND I LEARNED A NEW PLAN. IS IT A GOOD IDEA OR NOT A GOOD IDEA TO LOOK AT ALL THE PICTURES BEFORE YOU CIRCLE TWINS?

Children: _____

Teacher: I'M GOING TO GIVE YOU EACH YOUR OWN PROBLEM. YOU ARE SUPPOSED TO FIND AND CIRCLE THE TWINS AND THINK OUT LOUD. HOW MANY PICTURES WILL YOU CIRCLE?

Children: _____

Teacher: 1st child, TRY THE NEXT ONE. WHAT WILL YOU DO TO HELP YOU WITH THIS PROBLEM?

Child 1: _____

Teacher: 2nd child, WHAT COULD YOU DO WHILE 1st child DOES HIS PROBLEM?

Child 2: (Copy him, wait, listen, judge.)

Teacher: THAT'S AN IDEA. OK, 1st child, THINK OUT LOUD TO FIND THE TWINS ON THIS PAGE. (Show pictures briefly. Then turn it over while he thinks out loud on first two questions.)

Child 1: _____

Teacher: (If child begins to mark twins before looking at all the pictures, ask) HOW MANY PICTURES DID YOUR PLAN SAY TO CHECK BEFORE YOU MARK THE TWINS?

Child 1: _____

Teacher: (If child omits evaluation at end of task, prompt by pointing to cue picture #4.)

Child 1: _____

Teacher: WHOSE TURN IS IT NOW?

Children: _____

Teacher: 1st child AND I WILL BE COPY CATS WHILE YOU THINK OUT LOUD.

Child 2: _____

Teacher: GOOD WORK. (Keeping next worksheet covered,) NOW BOTH OF YOU CAN TRY THE NEXT PROBLEM BY YOURSELVES. WHAT DO WE DO TO HELP US WITH OUR PROBLEMS?

Children: _____

Teacher: WE WORKED HARD ON TWO DIFFERENT PROBLEMS TODAY. WHAT DID WE DO THE SAME ON BOTH PROBLEMS?

Children: _____

Teacher: YES, WE THOUGHT OUT LOUD. AND WHAT IS OUR PLAN FOR FINDING THE TWINS?

Children: _____

1 The teacher models evaluation of good parts of her performance and poor parts. Children need to recognize that even if the end result of work is inaccurate, parts of their performance can be good; thinking out loud, using my plan, trying hard.

2 Auditory Association

We have prepared several lists of words, some with phonetically similar words (look, luck, lake, lock) and some with semantically similar words (cat, dog, mouse, chase). The children are asked to lightly slap a card with a pink spot on it each time they hear a specified word. Research has suggested that younger children would tend to make errors of response on phonetically similar words whereas older children's errors would tend toward words of similar meaning. We suggest that introducing a strategy to impulsive boys to quietly remind themselves of their problem will decrease their errors given frequent practice. Hopefully, the attention required for these auditory tasks will give the children practice at attending to classroom instructions and responding to those directions.

3 Again the teacher evaluates both good and poor aspects of her own performance.

Teacher: WHAT PROBLEMS DID YOU THINK OUT LOUD ON LAST TIME WE WORKED TOGETHER?

Children: _____

Teacher: YES, YOU/WE PUT PUZZLE PIECES TOGETHER TO MAKE A PICTURE AND THEN WE FOUND THE TWINS (show example from yesterday). LET'S FIND MORE TWINS. HOW MANY THINGS MAKE TWINS?

Children: _____

Teacher: WHAT PLANS DO WE USE TO HELP US FIND TWINS?

Children: _____

Teacher: I'LL TRY THE FIRST PROBLEM (lemonade glasses).

Q. WHAT IS MY PROBLEM?

A. I HAVE TO FIND AND CIRCLE THE 2 TWINS.
(Look at worksheet briefly then turn it over.)

Teacher: Q. HOW CAN I DO IT?

A. I'LL LOOK CAREFULLY AT THE GLASSES AND STRAWS AND LEMONS. AND HOW MANY PICTURES SHOULD I LOOK AT BEFORE I MARK ANY?

Children: _____

Teacher: (Label and compare each detail crossing out each picture which could not be a twin.) AM I USING MY PLAN? YES, I'M LOOKING CAREFULLY AT EACH DETAIL. THIS IS HARD: THREE PICTURES LOOK ALIKE TO ME. (Continue analysis until finding the twins. Accept children's help.)

Q. HOW DID I DO?

1 A. I WAS REALLY GOOD AT THINKING OUT LOUD. AND I WENT SLOWLY TO CHECK EACH DETAIL. I COULD HAVE MARKED THESE PICTURES (non-twins) BUT WHAT WOULD HAVE HAPPENED NEXT, _____?

Child: _____

Teacher: (Briefly show each child his own new problem.) YOUR TURN. YOUR PROBLEM IS TO FIND AND CIRCLE THE TWINS AND TO THINK OUT LOUD. (Upon completion, praise their thinking out loud.)

Children: _____

2 AUDITORY ASSOCIATION LISTENING TASK -- First presentation

Teacher: YOU THINK YOU CAN BE REAL GOOD LISTENERS TODAY? I WANT YOU TO HAVE BIG EARS THAT CAN HEAR JUST WHAT I SAY. HOW ABOUT IF YOU WEAR THESE BIG EARS. NOW YOU HAVE EARS LIKE MICKEY MOUSE AND WE KNOW MICKEY MOUSE IS A GOOD LISTENER. WE HAVE A NEW PROBLEM TODAY. USE YOUR EARS SO YOU KNOW WHAT TO DO. I'M GOING TO PLAY A LIST OF WORDS THAT I SAID INTO THE TAPE RECORDER. I WILL TELL YOU ONE OF THE WORDS I

SAID AND I WANT YOU TO LISTEN VERY CAREFULLY SO YOU CAN HIT THIS SPOT, LIKE THIS (demonstrate), EACH TIME YOU HEAR THAT WORD. (Allow practice hitting spot.) THE PROBLEM IS TO HIT THE SPOT EACH TIME YOU HEAR THE WORD I TELL YOU TO LISTEN FOR. LET ME SHOW YOU HOW IT WORKS. THINKING OUT LOUD WILL HELP ME DO MY BEST.

Teacher: Q. OK, WHAT'S MY PROBLEM?

A. Teacher's name WANTS ME TO HIT THE SPOT EACH TIME I HEAR THE WORD SPOON.

Q. HOW SHOULD I DO IT?

A. I'LL LISTEN CAREFULLY TO THE WORDS AND I'LL REMIND MYSELF TO HIT THE SPOT EVERY TIME I HEAR THE WORD SPOON. IS IT A GOOD IDEA TO TALK LOUD WHEN WE ARE LISTENING CAREFULLY?

Children: _____

Teacher: OK. I'LL QUIETLY REMIND MYSELF TO HIT ON SPOON. HERE I GO. I'M GOING TO HIT THE SPOT EVERY TIME I HEAR THE WORD SPOON. (Play Spoon Association list. Quietly whisper SPOON after hearing a word and shake head no if it doesn't match the recorded word. Make error as by hitting on the word moon because of reacting before reflecting. Recognize error, appear flustered, and hit on next non-spoon word as well. Then compose yourself.)

Teacher: Q. HOW DID I DO?

A. I STARTED OUT GOOD. I WAS LISTENING CAREFULLY. THEN I WENT TOO FAST AND FORGOT TO REMIND MYSELF TO HIT THE SPOT JUST ON SPOON. IS IT A GOOD IDEA OR NOT A GOOD IDEA TO REMIND YOURSELF WHAT WORD TO HIT ON?

Children: _____

Teacher: WHAT MIGHT HAPPEN NEXT IF YOU DON'T REMIND YOURSELF WHAT WORD TO HIT ON, _____?

Child: _____

Teacher: (Arrange boys back to back at side of tape recorder. You be in front where you can see both boys' hands and cards.

Tape recorder

Teacher

Teacher: OK, USE THOSE BIG EARS TO HELP YOU BE A GOOD LISTENER. Teacher's name WANTS YOU TO HIT THE SPOT EVERY TIME YOU HEAR THE WORD CAT.

Teacher: WHAT ARE YOU SUPPOSED TO DO?

Children: _____

Teacher: (Prompt children to ask and answer next question by pointing to cue picture #2 if necessary. Then play Cat-2 Association List. Record responses on Auditory Association Recording Sheet. Prompt children alternately to ask and answer last question by looking at them and waiting if they do not offer it spontaneously.)

Teacher: CAN YOU BE GOOD LISTENERS FOR THE WORD LOOK? HIT THE SPOT EACH TIME YOU HEAR THE WORD LOOK. (Proceed as above.)

Children: _____

Teacher: IS IT A GOOD IDEA OR NOT A GOOD IDEA SOMETIMES TO QUIETLY REMIND OURSELVES WHAT WE ARE SUPPOSED TO DO, _____?

Child: _____

Teacher: WHY?

Child: _____

DAY 6

1 The idea of fairness is introduced in a real situation. It is pursued on Day 13 through pictured situations.

2 The detective pictures introduce a more complex matching-identical-pictures task. The array of pictures is greater and the details more subtle.

3 Identifying Emotions

The first social lesson helps the children to determine how the teacher feels by seeing or hearing her. Then they are asked to decide which pictures show people who feel the same and people who feel different. Gradually the children are asked to consider people's feelings in response to their actions. Examples: How will your teacher feel when you show her these hard papers you did? How would the girl feel if you hit her? How will I feel if you won't do the special papers I brought for you?

This is the first of seven preliminary lessons which develop a sequence of responses the children will use to deal with social problems. These preliminary lessons are designed to give the children both linguistic and conceptual tools they will need to work through more complex pictured social situations.

DAY 6

Teacher: WHAT PROBLEMS DID THINKING OUT LOUD HELP US SOLVE YESTERDAY?

Children: _____

Teacher: TODAY I WANT YOU TO BE DETECTIVES. WHAT DOES A DETECTIVE DO?

Children: _____

Teacher: (Yes,) HE TRIES TO FIND CLUES THAT WILL HELP HIM SOLVE A CASE OR A PROBLEM. LET'S PUT ON OUR DETECTIVE HATS. (Pantomime putting on a detective hat.)

Teacher: REMEMBER HOW YESTERDAY WE FOUND THE TWO PICTURES THAT LOOKED JUST THE SAME? TODAY I WANT YOU TO FIND ONE PICTURE THAT IS DIFFERENT FROM ALL THE OTHERS. (Show Indian boy detective picture.) WHO WANTS TO TRY THE FIRST ONE?

Children: _____

1 Teacher: (If both want to go first ask) WHAT WOULD BE A FAIR WAY TO DECIDE WHO GOES FIRST, _____?
(Note: Child 1 started on last task.)

Children: _____

2 Teacher: (After deciding who goes first,) _____, DRAW A CIRCLE AROUND THE INDIAN BOY THAT DOES NOT BELONG TO THIS TRIBE AND PROVE THAT HE DOESN'T BELONG. (Turn paper over while child verbalizes on first two questions. Help him think of details requiring attention: Clothes, face.)

Child: _____

Teacher: (When child finds solution, ask him to review the clues that prove he has found the Indian boy that does not belong to the tribe.)

Child: _____

Teacher: (To other child,) DETECTIVE child's name, LET'S SEE IF YOU CAN SOLVE A CASE. DRAW A CIRCLE AROUND THE CHICK THAT DOES NOT BELONG TO THIS MOTHER HEN, AND GIVE CLUES THAT PROVE IT DOESN'T BELONG. (Proceed as above.)

Child: _____

3 SOCIAL #1 - IDENTIFYING EMOTIONS

Teacher: (Lay out first four Understanding Our Feelings pictures. Look at back of pictures for label - Set One or Set Two. Set One

references precede slash marks. Set Two references follow slash marks.)

Teacher: (Point to #1 - smiling person.) IS THIS GIRL/BOY SMILING?

Children: _____

Teacher: YES, (nod head,) THIS GIRL/BOY IS SMILING. (Point to #2 - sad boy.) IS THIS BOY SMILING?

Children: _____

Teacher: NO, THIS BOY IS NOT SMILING. NOW, BOTH OF YOU POINT TO A PICTURE OF A BOY WHO IS NOT SMILING.

Children: _____

Teacher: RIGHT, THIS BOY IS NOT SMILING. NOW, POINT TO A CHILD WHO IS CRYING/MAD.

Children: _____

Teacher: SHOW ME A PERSON WHO IS NOT CRYING/NOT MAD.

Children: _____

Teacher: (Point to crying girl.) IF THIS GIRL IS CRYING, THEN SHE IS NOT LAUGHING./ (Point to mad boy.) IF THIS BOY IS FROWNING, THEN HE IS NOT LAUGHING.

Teacher: (Point to laughing boy/man.) IF THIS BOY/MAN IS LAUGHING, THEN HE IS NOT _____?

Child: _____

Teacher: (Point to crying girl.) THIS GIRL IS CRYING. SHE PROBABLY FEELS SAD./ (Point to mad boy.) THIS BOY IS FROWNING. HE PROBABLY FEELS MAD.

Teacher: (Point to smiling girl/boy.) THIS GIRL/BOY IS SMILING. SHE/HE PROBABLY FEELS HAPPY.

Teacher: IF THIS GIRL/BOY FEELS HAPPY, AND THIS GIRL/BOY FEELS SAD/MAD (point to respective pictures) THEN THEY DO NOT FEEL THE SAME WAY. THEY FEEL DIFFERENT WAYS.

Children: _____

Teacher: (If children give incorrect response, pursue answer by saying CAN YOU MAKE A HAPPY FACE?, LET'S SEE A SAD FACE.)

Teacher: (Point to crying girl and smiling girl/mad boy and smiling boy.) DO THEY HAVE THE SAME FEELINGS OR DO THEY HAVE DIFFERENT FEELINGS?

Children: _____

Teacher: YES, THEY HAVE DIFFERENT FEELINGS. THEY DO NOT FEEL THE SAME WAY.

Teacher: (Point to smiling girl and laughing boy/smiling boy and laughing man.) DO THESE CHILDREN/PEOPLE HAVE THE SAME FEELINGS OR DO THEY HAVE DIFFERENT FEELINGS?

Children: _____

Teacher: YES, THEY BOTH ARE SMILING. THEY PROBABLY FEEL THE SAME WAY.

Teacher: (Pointing to laughing boy/man.) IF THIS BOY/MAN IS LAUGHING, THEN IS HE FEELING HAPPY OR IS HE FEELING SAD?

Children: _____

Teacher: YES, HE IS PROBABLY FEELING HAPPY.

Teacher: (Hold penny in hand.) IS THIS A PENNY?

Children: _____

Teacher: HOW CAN YOU TELL? YOU CAN SEE IT WITH YOUR _____. (Point to eyes to get children to verbalize eyes.)

Teacher: NOW, CLOSE YOUR EYES. (Point to an object.) WHAT IS THIS, (instruct children to keep eyes closed) A PENCIL OR A KEY?

Children: _____

Teacher: YOU CAN'T BE SURE BECAUSE YOU CANNOT SEE WITH YOUR EYES CLOSED.

Teacher: NOW OPEN YOUR EYES. NOW TELL ME WHAT THIS IS.

Children: _____

Teacher: HOW CAN YOU TELL? YOU CAN SEE WITH YOUR _____?

Teacher: WHAT CAN WE DO WITH OUR EYES?

Children: _____

Teacher: CAN YOU SEE WITH YOUR EYES CLOSED?

Children: _____

Teacher: CAN WE SEE WITH OUR EARS?

Children: _____

Teacher: NO, WE CANNOT SEE WITH OUR EARS. WHAT CAN WE DO WITH OUR EARS?

Children: _____

Teacher: YES, WE CAN HEAR WITH OUR EARS.

Teacher: I AM LAUGHING. (Demonstrate) AM I HAPPY OR AM I SAD?

Children: _____

Teacher: HOW CAN YOU TELL I AM HAPPY?

Children: _____

Teacher: (If response is "you're laughing", ask) HOW CAN YOU TELL I'M LAUGHING? DID YOU SEE ME WITH YOUR EYES?

Children: _____

Teacher: DID YOU HEAR ME WITH YOUR EARS?

Children: _____

Teacher: YES, YOU CAN TELL TWO WAYS THAT I AM HAPPY: YOU CAN SEE ME LAUGHING AND YOU CAN HEAR ME LAUGHING.

Teacher: LET'S PRETEND I CANNOT HEAR YOU (plug ears), I CAN ONLY SEE YOU. WHAT WOULD YOU DO SO I KNOW YOU'RE HAPPY? SHOW ME. (Prompt for two different responses.)

Children: _____

Teacher: YES, I CAN TELL YOU ARE HAPPY--YOU ARE SMILING, etc...

Teacher: WHAT WOULD YOU DO TO SHOW ME YOU'RE SAD? REMEMBER I CAN ONLY SEE YOU. (Prompt for two different responses.)

Children: _____

Teacher: I CAN TELL YOU ARE SAD BECAUSE YOU ARE CRYING, etc.

Teacher: WHAT WOULD YOU DO TO SHOW ME YOU'RE ANGRY? (Prompt for two responses.)

Children: _____

Teacher: OH YES, I CAN TELL BY YOUR FACE YOU ARE ANGRY. YOU ARE SCOWLING.

Teacher: GOOD, NOW LET'S PRETEND I CANNOT SEE YOU. (Cover eyes.) I CAN ONLY HEAR YOU. HOW WOULD YOU LET ME KNOW YOU'RE HAPPY?

Children: _____

Teacher: (When children produce audible responses, say) YES I CAN TELL YOU'RE HAPPY. I CAN HEAR YOU LAUGHING.

Teacher: HOW WOULD I KNOW YOU'RE SAD IF I CAN ONLY HEAR YOU?

Children: _____

Teacher: (Any attempt at audible sobbing or sniffling deserves empathetic recognition, such as..) YOU MUST BE UNHAPPY OR SAD. I CAN HEAR YOU CRYING. VERY GOOD.

Teacher: HOW WOULD I KNOW YOU'RE ANGRY? (Recognize as above. If children cannot sound angry, give demonstration and ask them to try it.)

Children: _____

Teacher: (Lay out 3 additional pictures: #5, #6, and #7.)

Teacher: 1st child, POINT TO TWO PEOPLE WHO FEEL THE SAME WAY. (Record appropriateness of child's response on Identifying Emotions Recording Form, p. 31)

Child 1: _____

Teacher: HOW DO THEY FEEL?

Child 1: _____

Teacher: HOW CAN YOU TELL? CAN YOU HEAR THEM WITH YOUR EARS?

Child 1: _____

Teacher: HOW CAN YOU TELL THEY ARE HAPPY/SAD?

Child 1: _____

Teacher: YES, YOU CAN SEE THEM WITH YOUR EYES. 2nd child, YOU POINT TO TWO PEOPLE WHO FEEL DIFFERENT WAYS. (Record.)

Child 2: _____

Teacher: HOW DO THEY FEEL?

Child 2: _____

Teacher: HOW CAN YOU TELL THEY ARE HAPPY (SAD)?

Child 2: _____

Teacher: 1st child, POINT TO SOMEONE WHO DOES NOT FEEL THE SAME AS THIS CHILD. (Point to crying girl/mad boy.) (Record.)

Child 1: _____

Teacher: 2nd child, WHO FEELS THE SAME AS THIS MAN/LADY? (Point to smiling boy with father/baby with mother.) (Record.)

Child 2: _____

Teacher: (Continue with questioning in Recording Form order by identifying different pictures, and record appropriateness of children's responses.)

Teacher: WE HAVE TWO DIFFERENT WAYS TO KNOW HOW SOMEONE FEELS. WE CAN (point to eyes) _____ OR WE CAN _____ (Point to ears if necessary). IF A PERSON IS SCOWLING, IS HE MAD OR HAPPY?

Children: _____

IDENTIFYING EMOTIONS RECORDING FORM

Names _____ School _____

Date _____ Teacher _____

Directions: Question alternately Child 1 and Child 2. Check (✓) appropriate column and record any verbal response of children.

Child 1 - Name _____	Correct	Not Correct	Verbalizations
Who feel the same			
Not the same as this			
Different from this			
Two boys who feel the same			
The same as this			

Child 2 - Name _____	Correct	Not Correct	Verbalizations
Who feels different			
The same as this			
Different from this			
Two children who feel different			
Not the same as this			

DAY 7

1 Social #2

The Why-Because game develops the identification of emotions then extends the inquiry to supposing causes for those emotions. The children are asked to think of many different causes for the emotion depicted. Finally they develop a list of things another child could do to create a happy feeling in a sad girl.

2 Auditory Association - 2nd presentation

The complexity of this inhibition task is increased. The children first learn to respond by hitting the spot card on Spoon. Immediately after learning the Spoon response, the children are told on the next trial not to hit on Spoon but to hit the spot every time they hear a word that names something we use in eating (knife, fork, bowl). The strategy developed for the Auditory Association lst presentation presumably will aid the children in controlling impulsive responses on this auditory task. If they indeed do control such responses on this type of task, then we know they are capable of self-control.

DAY 7

1 SOCIAL #2 - Why-Because (Use Girl in Rain photograph.)

Teacher: HOW DO YOU THINK THIS GIRL FEELS? (Give choice "Happy" or "Sad" if necessary.)

Children: _____

Teacher: HOW CAN YOU TELL?

Children: _____

Teacher: (If "she is smiling" is given, ask) HOW CAN YOU TELL SHE'S SMILING -- WE CAN (point to eyes) _____.

Teacher: WHY IS THIS GIRL (Happy if given; sad, if given); _____?

Child: _____

Teacher: THIS GIRL MIGHT BE HAPPY (SAD) BECAUSE (supply child's response). (Write down and number all responses on back of Daily Evaluation Form.)

Teacher: THE IDEA OF THIS GAME IS TO THINK OF LOTS OF REASONS WHY THIS GIRL MIGHT BE HAPPY (SAD). I'M GOING TO WRITE THEM DOWN SO WE CAN SEE HOW MANY DIFFERENT BECAUSE'S WE CAN THINK OF. SHE MIGHT BE HAPPY (SAD) BECAUSE (supply child's first response). OR WHAT IS A DIFFERENT BECAUSE, _____?

Child: _____

NOTE: (It is important when you ask for a "different because" that you repeat the first child's answer and say, THAT MIGHT BE WHY. NOW THE IDEA OF THE GAME IS TO THINK OF LOTS OF BECAUSE'S. In this way, a child does not think his answer was incorrect but knows it is part of the game. If the children have few responses, offer one of your own and allow them to build from there.)

Girl Falling Off Bike photograph.

Teacher: HOW IS THIS GIRL FEELING? (Happy or sad, if necessary.)

Children: _____

Teacher: HOW CAN YOU TELL? (If "she is crying" is given, ask,) HOW CAN YOU TELL SHE IS CRYING--WE CAN (point to eyes). CAN WE HEAR HER CRYING?

Children: _____

Teacher: NO, WE CAN ONLY SEE HER CRYING.

Teacher: WHY IS SHE SAD, _____?

Child: _____

Teacher: WHY DID SHE FALL OFF HER TRICYCLE? BECAUSE _____ (wait for child's response).

Teacher: THAT'S ONE BECAUSE. (Write down and number all responses on back of Daily Evaluation Form.) LET'S THINK OF LOTS OF DIFFERENT BECAUSE'S. WHAT'S A DIFFERENT BECAUSE?

Children: _____

Teacher: (Point to boy in picture) WHAT CAN THIS BOY DO OR SAY TO MAKE HER FEEL HAPPY?

Children: _____

Teacher: THAT'S ONE THING HE COULD SAY/DO. WHAT'S SOMETHING DIFFERENT HE COULD DO OR SAY? LET'S THINK OF LOTS OF WAYS THAT HE CAN HELP HER FEEL BETTER. (List and number do's and say's.)

.2 AUDITORY ASSOCIATION LISTENING TASK - 2nd presentation

Teacher: (Hand children Mickey Mouse ears.) REMEMBER WHAT THESE EARS HELP YOU TO DO?

Children: _____

Teacher: YES, YOU NEED TO BE GOOD LISTENERS WHEN YOU WEAR THESE EARS. A COUPLE DAYS AGO I ASKED YOU TO LISTEN CAREFULLY TO TAPE RECORDED WORDS SO YOU COULD HIT THE SPOT ON THE WORD teacher's name ASKED. TODAY teacher's name WANTS YOU TO HIT THE SPOT EVERY TIME YOU HEAR THE WORD SPOON. WHAT WORD ARE YOU GOING TO HIT THE SPOT ON?

Children: _____

Teacher: (Point to cue picture #1 to elicit initial verbalizations.)

Child 1: _____

Teacher: (Prompt 2nd child with cue picture #2 if necessary.)

Child 2: _____

Teacher: (Play Spoon Association list and record children's errors on appropriate recording sheets.)

Children: _____

Teacher: (If children do not spontaneously verbalize final question, point to cue picture #4 for each child's independent verbalizations.)

Children: _____

Teacher: NOW I AM GOING TO CHANGE YOUR PROBLEM A LITTLE. THIS TIME I DO NOT WANT YOU TO HIT THE SPOT WHEN YOU HEAR THE WORD SPOON. I DO WANT YOU TO HIT THE SPOT ON ANY OTHER WORD THAT NAMES SOMETHING WE USE IN EATING. LET'S HAVE 1st child DO THIS PROBLEM ALONE. WHAT ARE YOU SUPPOSED TO DO?

Child 1: _____

Teacher: GOOD. WHAT ARE SOME WORDS THAT NAME SOMETHING WE USE IN EATING?

Children: _____

Teacher: (Give clues if necessary such as, WE EAT CEREAL FROM A _____, to be sure the child can identify the three items included on the list.)

Teacher: 2nd child, YOU BE THE JUDGE. WHEN 1st child FINISHES YOU TELL US HOW YOU THINK HE DID. (Prompt first child to verbalize first two answers to cue questions. Then replay Spoon Association list, recording child's errors on appropriate recording sheet. Continue as above. After final question, if child has recognized an error and was not rehearsing, ask IS IT A GOOD IDEA OR NOT A GOOD IDEA TO REMIND OURSELVES QUIETLY WHAT WE ARE SUPPOSED TO DO?)

Child 1: _____

Teacher: WHAT MIGHT HAPPEN NEXT IF WE DON'T REMIND OURSELVES WHAT WORD TO HIT ON?

Children: _____

Teacher: (To 2nd child,) HOW DO YOU THINK HE DID?

Child 2: _____

Teacher: THE NEXT PROBLEM FOR BOTH OF YOU IS TO HIT THE SPOT EACH TIME YOU HEAR THE WORD CAT. (Signal children to do pre-task verbalizing.)

Children: _____

Teacher: (Play Cat Association list-3. Continue as above.)

Teacher: NOW I WANT TO CHANGE THIS PROBLEM FOR 2nd child. DO NOT HIT THE SPOT ON CAT THIS TIME. DO HIT THE SPOT ON EVERY OTHER WORD THAT NAMES AN ANIMAL. (Signal for Pre-task verbalization.)

Child 2: _____

Teacher: (To 1st child,) WHAT COULD YOU DO WHILE 2nd child DOES HIS PROBLEM?

Child 1: _____

Teacher: (Repeat Cat Association list-3. Continue as above.)

Teacher: IS IT A GOOD IDEA OR NOT A GOOD IDEA TO TALK LOUDLY WHEN WE NEED TO LISTEN CAREFULLY?

Children: _____

Teacher: WHY IS IT NOT A GOOD IDEA?

Children: _____

DAY 8

1 Social #3

Why-Because #2 introduces more practice developing multiple antecedents to a consequence.

2 Simon Says

The Simon Says game poses one of the more difficult inhibition tasks at the 5-7 age by asking the child to inhibit motor responses to certain verbal commands and not to others. Thinking out loud is introduced as a strategy to increase the child's response time so he has time to think before acting.

1 SOCIAL #3 - Why-Because (2) with Dragon Puppet, Dilly

Dilly: (Teacher manipulates and talks for Dilly.) I'M DILLY THE DRAGON. I CAME TO PLAY THE WHY-BECAUSE GAME. LET ME SHOW YOU HOW TO PLAY. FIRST I'LL PLAY WITH (PPA's name).

Dilly: (PPA's name), I'M VERY TIRED.

Teacher: WHY?

Dilly: BECAUSE I FORGOT TO TAKE MY NAP.

Dilly: (Facing children) NOW I'M GOING TO PLAY WITH YOU. WHEN I SAY SOMETHING, YOU ASK, WHY? LET'S TRY IT.

Dilly: I'M VERY HUNGRY. NOW ASK WHY.

Children: Why?

Dilly: VERY GOOD. NOW REMEMBER, ASK WHY EVERY TIME I SAY SOMETHING.

Dilly: I'M VERY HUNGRY.

Children: Why?

Dilly: BECAUSE I HAVEN'T HAD MY LUNCH.

Dilly: I LIKE GOING TO SCHOOL.

Children: Why?

Dilly: BECAUSE THE CHILDREN ARE MY FRIENDS.

Dilly: I CAN'T SING TODAY.

Children: Why?

Dilly: BECAUSE MY THROAT HURTS.

Dilly: NOW LET'S CHANGE THE GAME. I'M GOING TO ASK YOU WHY AND YOU MAKE UP THE BECAUSE. NOW LISTEN, I'LL TRY IT WITH PPA's name FIRST. (Manipulate Dilly as required.)

Dilly: (To PPA) I AM GOING TO THE STORE. I AM GOING TO WALK. I AM NOT GOING TO TAKE THE BUS. CAN YOU GUESS WHY I'M GOING TO WALK?

Teacher: BECAUSE YOUR FRIEND IS WALKING TO THE STORE AND YOU WANT TO WALK WITH YOUR FRIEND.

Dilly: MAYBE. CAN YOU THINK OF A DIFFERENT BECAUSE?

Teacher: BECAUSE IT'S A NICE DAY OUT.

Dilly: (To children) SEE, THERE IS MORE THAN ONE BECAUSE. NOW LET'S PLAY TOGETHER.

Dilly: JOHNNY WON'T COME TO MY HOUSE AND PLAY WITH ME TODAY. WHY WON'T JOHNNY COME TO MY HOUSE AND PLAY WITH ME TODAY? DO YOU HAVE A BECAUSE, _____?

Child: _____

Teacher: MAYBE JOHNNY WON'T COME BECAUSE (repeat response). (List and number all of children's responses on back of Daily Evaluation Form.) WHAT IS A DIFFERENT BECAUSE, _____?

Child: _____

Teacher: MAYBE JOHNNY WON'T COME BECAUSE (repeat 2nd response). (Continue with open questioning until children run out of responses. If children have few or no responses, encourage them with WHAT ELSE MIGHT KEEP JOHNNY AT HIS HOUSE? or WHY ELSE DOESN'T HE WANT TO COME TO MY HOUSE? As children run out of responses, supply some for them.)

Dilly: LET'S PLAY THIS GAME AGAIN. I LIKE BIRTHDAY PARTIES. CAN YOU GUESS WHY I LIKE BIRTHDAY PARTIES?

Children: _____

Dilly: VERY GOOD. MAYBE I LIKE BIRTHDAY PARTIES BECAUSE (repeat child's response). (List and number all of children's responses.) NOW LET'S THINK OF A DIFFERENT BECAUSE. I LIKE BIRTHDAY PARTIES BECAUSE .. (let children respond. Supply some of your own responses if children are limited.)

Children: _____

Teacher: (After ideas run out) VERY GOOD. WHY DO I LIKE BIRTHDAY PARTIES? MAYBE IT'S BECAUSE (repeat first answer) OR BECAUSE (repeat second answer), etc... YOU THOUGHT OF LOTS OF DIFFERENT BECAUSE'S.

2 SIMON SAYS (SS)

Teacher: WHO WOULD LIKE TO BE FIRST TO PLAY A GAME WITH ME?

Children: _____

Teacher: I NEED ONE BOY AT A TIME. WHAT WOULD BE A FAIR WAY TO DO IT?

Children: _____

Teacher: (To child not selected to play SS, say) SINCE YOU ARE VERY GOOD AT PUZZLES, teacher's name WANTS YOU TO PUT THIS PUZZLE TOGETHER WHILE 1st child AND I PLAY THIS GAME. IF YOU HAVE TIME YOU CAN WORK ON THESE OTHER PUZZLES YOU'VE DONE BEFORE. THEN IT WILL BE YOUR TURN TO PLAY THE GAME. WHAT IS YOUR PLAN FOR PUTTING PUZZLE PIECES TOGETHER?

Child: _____

Teacher: (To SS child) WE ARE GOING TO PLAY A GAME I KNOW YOU HAVE PLAYED BEFORE. BUT I'M GOING TO CHANGE THE GAME A LITTLE BECAUSE WE'RE GOING TO DO THE SAME THING IN THIS GAME THAT WE'VE DONE TO HELP US ON ALL THE OTHER PROBLEMS. WHAT DO WE DO TO HELP US DO OUR WORK BETTER?

Child: _____

Teacher: YES, THINKING OUT LOUD HELPS US DO BETTER. LET'S DO SOME EXERCISES TOGETHER FIRST. (Present Practice Exercises from chart. TOUCH YOUR NOSE, STAMP YOUR FEET, WAVE YOUR HAND, TOUCH YOUR TUMMY, ARMS UP, TOUCH YOUR KNEE, PUT YOUR HANDS ON YOUR HEAD, STEP FORWARD, STEP BACK, TOUCH THE FLOOR.)

Teacher: GOOD. NOW LET'S PLAY THE GAME. WE'RE GOING TO PLAY SIMON SAYS. DO YOU REMEMBER THAT GAME?

Child: _____

Teacher: REMEMBER IN THE GAME I'LL DO ALL THE EXERCISES. SOMETIMES YOU ARE TO DO THEM WITH ME AND SOMETIMES YOU ARE NOT. IF I SAY 'SIMON SAYS', YOU DO THEM. IF I DON'T SAY 'SIMON SAYS', YOU DON'T DO THEM. WHEN WILL YOU DO THE EXERCISE?

Child: _____

Teacher: GOOD. BUT REMEMBER WHEN WE PLAY THE GAME I WANT YOU TO THINK OUT LOUD. THIS IS HOW WE THINK OUT LOUD WHEN WE PLAY SIMON SAYS. AFTER I TELL YOU 'SIMON SAYS' DO SOMETHING, YOU SAY 'SIMON SAYS DO IT', AND THEN DO IT. WHAT WILL YOU SAY AND DO?

Child: _____

Teacher: WHEN SIMON DOESN'T TELL YOU TO DO THE EXERCISE, SAY 'SIMON DIDN'T SAY, SO I WON'T' AND THEN DON'T DO IT. WHAT WILL YOU SAY WHEN SIMON DOESN'T TELL YOU TO DO IT?

Child: _____

Teacher: (Be sure child can reproduce phrase 'Simon didn't say, so I won't' or an equivalent.) GOOD. LET'S TRY SOME FOR PRACTICE. WHAT WOULD YOU SAY AND DO IF I SAY 'SIMON SAYS CLAP YOUR HANDS'? (Instruction Trials from chart: here the child is required to indicate what he would say and to do it. Prompt with WHAT WOULD YOU SAY? if necessary.)

Child: _____

Teacher: WHAT WOULD YOU SAY AND DO IF I ONLY SAY 'CLAP YOUR HANDS'? (The child should say 'Simon didn't say so I won't' and not clap. If he errs, the absence of the "Simon Says" cue is pointed out and the third Instruction Trial is given. Instruction Trials are given only until child performs correctly on a starred (*) trial without help. Correct performance includes verbalizing before acting.)

Child: _____

Teacher: GOOD. WHAT WILL YOU SAY AND DO IF SIMON DOESN'T TELL YOU TO DO THE EXERCISE?

Child: _____

Teacher: GOOD. YOU'RE FOLLOWING DIRECTIONS VERY WELL. LET'S TRY THE GAME OUR NEW WAY. I'M GOING TO TRY TO MAKE YOU GOOF! LET'S SEE IF THINKING OUT LOUD HELPS YOU. (Present Simon Says, really hamming it up! Record responses on hand card. Later transfer them to progressive Recording Form on SS Thinking Out Loud.)

Recording: On each item that the child performs an action, mark a "+". On each item that a child does not perform an action, mark an "O". Where the child begins to initiate an action, indicate with a check in the Incipient action column. Where the child thinks out loud, indicate with a check in the Verbalize column. To record error score, count "O's" in Performance column and "+'s" and incipient actions in N.P. column.

Alternative: If child refuses to play or responds better when he gives rather than follows directions, allow him to tell you (after your commands) "Simon says do it, so you do it", or "Simon didn't say, so don't do it". Or you might play like he's the teacher and you're the student that never learned how to play Simon Says.

Teacher: (Look at other child's puzzle so you can record his performance on Master Sheet. Then switch children.)

DAY 9

1 Social #4

The Emotional Causality lesson offers more practice -determining possible antecedents to a boy's emotion from a picture in a story. Then reading the story shows that even the boy didn't know what caused his anger: he just felt mad. The word "scowling" is introduced to describe a mad person.

2 First-graders are encouraged to begin fading verbalization to a covert level. Fading should be introduced only if the children are using thinking out loud effectively to guide their performance.

3 The teacher models frustration and anger in response to her own error then models coping with those feelings and finishes the task.

DAY 9

1 SOCIAL #4 - Emotional Causality

(Use Bill Martin's story "David Was Mad" p. 210 from Sounds of a Powwow and picture pages 216-217.)

Teacher: (Show picture pages 216-217.) HOW IS THIS BOY FEELING? (Point to David.)

Children: _____

Teacher: HOW CAN YOU TELL?

Children: _____

Teacher: THIS BOY MIGHT BE MAD (SAD) BECAUSE _____ (Wait for children's responses).

Children: _____

Teacher: HE MIGHT BE MAD (SAD) BECAUSE (repeat children's responses). (List and number all responses on back of Daily Evaluation Form.) THE IDEA OF THIS GAME IS TO THINK OF LOTS OF DIFFERENT BECAUSE'S. WHAT'S A DIFFERENT BECAUSE?

Children: _____

Teacher: (Continue in this manner. If the children do not give the idea that the other children in the picture might have made him mad (sad) say, MAYBE ONE OF THESE CHILDREN DID SOMETHING TO MAKE HIM FEEL MAD (SAD). LET'S THINK OF LOTS OF DIFFERENT THINGS THEY MIGHT HAVE DONE TO MAKE THE BOY FEEL MAD (SAD).

Children: _____

Teacher: THAT'S ONE THING HE/THEY MIGHT HAVE DONE. HE/THEY MIGHT HAVE (repeat child's response) OR HE/THEY MIGHT HAVE _____.

Children: _____

Teacher: NOW WE HAVE TWO THINGS HE/THEY MIGHT HAVE DONE TO MAKE THIS BOY MAD (SAD). LET'S THINK OF ALL THE THINGS WE CAN. (Continue as above.)

Children: _____

Teacher: _____, WHAT IS SOMETHING THIS BOY MIGHT HAVE SAID TO THIS BOY (David) TO MAKE HIM MAD (SAD)?

Child: _____

Teacher: THAT'S ONE THING HE MIGHT HAVE SAID. _____, WHAT IS SOMETHING DIFFERENT HE MIGHT HAVE SAID?

Child: _____

Teacher: NOW WE HAVE TWO THINGS HE MIGHT HAVE SAID. (Repeat responses.) _____ AND _____. WHAT IS A THIRD (show 3 fingers) THING HE MIGHT HAVE SAID? (Continue as before.)

Children: _____

Teacher: (Read story to boys. At end, turn back to picture on pages 216-217. Ask boys if the children did make David mad. Then look at preceding pictures, asking how each person (Grandma, cat, sister, teacher) could tell David was mad, i.e., see, hear, feel. Review word "scowling": IS A SCOWLING PERSON SAD OR MAD?)

PMA - appropriate form for grade level of each child.

Teacher: (For PMA K-1, ask which child remembers his plan for this kind of problem. One child can act as model while other evaluates completeness of plan.)

2 Teacher: YOU ARE GETTING BETTER AT THINKING OUT LOUD ON THIS PROBLEM. AS WE GET BETTER, WE CAN START THINKING MORE QUIETLY TO OURSELVES - LIKE A WHISPER. TRY TO THINK QUIETLY - IN A WHISPER - ON THESE PROBLEMS. (Provide brief whispering model on completed item. Then allow 1st graders to continue independently. Work at children's sides on your own material, occasionally muttering to yourself what it is you're supposed to do.)

Teacher: (Introduce PMA 2-4 to any 2nd graders, saying) WE HAVE WORKED ON SOME PROBLEMS WHERE WE HAD TO FIND PICTURES THAT LOOK THE SAME OR LOOK DIFFERENT. HERE'S A NEW PROBLEM. WE HAVE TO DRAW A CIRCLE AROUND THE TWO PICTURES IN THIS ROW THAT LOOK JUST ALIKE. I'LL TRY THE FIRST ONE. (S15 - hold a marker under S15 pictures.) YOU BE COPY CATS.

Teacher: Q. WHAT AM I SUPPOSED TO DO?*

A. I'M SUPPOSED TO DRAW A CIRCLE AROUND THE TWO PICTURES IN THIS ROW THAT LOOK JUST ALIKE.*

Q. WHAT IS MY PLAN FOR THIS KIND OF PROBLEM?*

A. I'LL LOOK AT EACH PICTURE CAREFULLY.* I'LL LOOK AT ALL FOUR PICTURES TO SEE WHICH TWO LOOK EXACTLY ALIKE.* I'LL THINK OUT LOUD.*

Teacher: HERE I GO.* (Use marker to expose only first picture in row.) THIS DESIGN IS ALL BLACK ON TOP AND WHITE ON THE BOTTOM.* LET ME LOOK AT THE NEXT DESIGN.* (Reveal second picture in row.) NOPE, THIS ISN'T THE SAME.* IT'S BLACK ON THE RIGHT SIDE, NOT ACROSS THE TOP.* OK. KEEP GOING.* I AM SUPPOSED TO FIND THE TWO PICTURES THAT LOOK JUST ALIKE.* (Reveal third picture in row.) THIS ONE'S BLACK ON THE RIGHT SIDE TOO.* IT LOOK JUST LIKE THIS ONE.* (Hold finger on 2nd picture in row.) I'LL HOLD MY FINGERS ON THESE TWO* WHILE I CHECK OUT THE LAST PICTURE.* (Reveal fourth picture in row.) THIS DESIGN IS ALL BLACK IN THE MIDDLE AND WHITE ON THE SIDES.* THIS ONE DOESN'T LOOK LIKE ANY OF THE OTHERS.* SO THESE TWO ARE THE SAME* -- BLACK ON THE RIGHT HALF* AND WHITE ON THE LEFT HALF.* I'LL DRAW A CIRCLE AROUND THESE TWO.*

Teacher: Q. HOW DID I DO?*

A. I WAS REALLY GOOD AT THINKING OUT LOUD* AND I LOOKED CAREFULLY AT ALL FOUR PICTURES.*

Teacher: _____, YOU TRY THINKING OUT LOUD ON THE NEXT ONE. (Reveal S16 row to child.) REMEMBER, YOUR PROBLEM IS TO FIND THE TWO PICTURES IN THE ROW THAT LOOK EXACTLY ALIKE. (Point to cue picture #1 to start child on task.)

Child: _____ .

Teacher: (When child completes S16 ask,) IS IT A GOOD IDEA OR NOT A GOOD IDEA TO LOOK AT ALL FOUR PICTURES IN A ROW BEFORE YOU DRAW A CIRCLE?

Child: _____

Teacher: WHAT MIGHT HAPPEN NEXT IF YOU DON'T CHECK ALL FOUR PICTURES?

Child: _____

Teacher: (Expose row S17. To other child, if both are 2nd graders)_____, FIND THE TWO ELEPHANTS THAT LOOK JUST ALIKE. (Point to cue picture #1 to start the verbalization process.)

Child: _____

Teacher: WE'RE GOOD AT THIS. I'LL TRY THE NEXT ONE. (Expose row 1.) I'M SUPPOSED TO FIND THE TWO PICTURES IN THIS ROW THAT LOOK JUST ALIKE. I'LL LOOK CAREFULLY AT ALL FOUR PICTURES BEFORE I DRAW A CIRCLE. OK.

Teacher: (Cover all but first picture in row.) THIS PICTURE HAS A BLACK DOOR ON THE LEFT (point to side of picture). IT HAS 1, 2, 3 WHITE TRIANGLES. AT THE TOP OF THE TRIANGLES IT HAS A BLACK STRIPE, THEN A WHITE STRIPE, THEN ANOTHER BLACK STRIPE. OK. I'LL LOOK AT THE NEXT PICTURE.

Teacher: (Reveal second picture in row.) NOPE THIS DOESN'T LOOK THE SAME. THIS BLACK DOOR IS ON THE RIGHT SIDE HERE. LET ME SEE. IT HAS 1, 2 WHITE TRIANGLES. I'M USING MY PLAN: LOOK AT THE NEXT PICTURE.

Teacher: (Reveal third picture in row.) THIS ONE HAS TWO WHITE TRIANGLES TOO. LET ME SEE IF THESE TWO ARE THE SAME. (Hold fingers on second and third pictures while comparing.) IT HAS A BLACK STRIPE, THEN WHITE, THEN BLACK ABOVE THE TRIANGLES. HEY WAIT. THE BLACK DOOR IS ON THE WRONG SIDE. SO THESE TWO ARE NOT EXACTLY ALIKE. I BETTER CHECK OUT THE LAST PICTURE. YEP THESE TWO ARE THE SAME. I'LL DRAW A CIRCLE AROUND THEM. (Mark 3rd and 4th pictures.)

Teacher: Q. HOW DID I DO?

A. I WAS GOOD AT THINKING OUT LOUD AND REMINDING MYSELF WHAT I HAD TO DO.

> (If child catches error, say) I WAS NOT GOOD AT LOOKING CAREFULLY AT ALL FOUR PICTURES.

A. (If child has not caught error, say) I LOOKED CAREFULLY AT ALL FOUR PICTURES. WAIT! (Throw down pencil or cover face - whichever child does in response to difficulty.) I DID IT WRONG. THIS ONE HAS 3 WHITE TRIANGLES. I WAS NOT GOOD AT LOOKING CAREFULLY. (Pout before regaining calm.) MAYBE I CAN STILL FIND THE TWO THAT LOOK ALIKE. I'LL BE MORE CAREFUL. (Pointing to first picture,) THIS ONE HAS 3 WHITE TRIANGLES LIKE THIS. AND IT HAS A BLACK DOOR ON THE LEFT., BLACK, WHITE, BLACK STRIPES...SO THESE TWO ARE ALIKE.

Teacher: NOW I FEEL BETTER. I WAS WRONG AT FIRST BECAUSE I DIDN'T USE ALL OF MY PLAN. BUT I WORKED HARDER AND FOUND THE TWO THAT WERE JUST ALIKE. THAT MAKES ME FEEL GOOD.

Teacher: (Allow 2nd graders to continue alone, quietly verbalizing through items 2 and 3 or as far as time permits. Insist on complete verbalizations: the children quickly become more fluent on this task.)

(Note: It works well to follow up the next day with more PMA. If a child is fluent on the task and the verbalization, you soon might introduce individually Raven Children's Progressive Matrices described under individualized presentations.)

DAY 10

1 Social #5

What Might Happen Next? requires the children to develop consequences to a boy's actions in the story Is Anybody Listening? Then they are guided to develop consequences for puppet children who were not listening when their teacher gave directions to the class.

2 Mazes

Mazes are often approached by children as a strictly perceptual task. Complex mazes, however, cannot be solved without verbal mediation. So we introduce thinking out loud on an elementary trail where the planning ahead strategy necessarily slows down the children. The eyes and finger are trained to scan ahead before allowing the pencil to move.

DAY 10

SOCIAL #5 - What Might Happen Next?

Teacher: (Read Is Anybody Listening?, a story by Wayne Carley, 1971, Garrard Publishing Company, asking the following questions in appropriate places:)

End Page 13: WAS MELVIN'S MOTHER LISTENING?_____
HOW DO YOU KNOW SHE WAS NOT LISTENING?_____

End Page 18: WHAT MIGHT HAPPEN NEXT IF THE BOY RUNS AND DOES NOT TIE HIS SHOELACE?_____

End Page 22: WOULD IT HAVE BEEN A GOOD IDEA FOR BILLY TO LISTEN TO MELVIN?_____WHY?_____

End Page 27: WAS MR. JONES LISTENING TO MELVIN?_____
HOW DO YOU KNOW HE WAS NOT LISTENING?_____

End Page 31: WAS MR. JONES LISTENING?_____
HOW CAN YOU TELL?_____

Page 32: WHY WAS MELVIN SURPRISED?_____

End Page 35: WAS IT A GOOD IDEA FOR MELVIN TO SAY "YOU RUN SLOWER THAN A BABY" TO BILLY?_____
WHAT MIGHT HAPPEN NEXT?_____

End Page 38: WAS MELVIN'S MOTHER LISTENING?_____

End of Story: WHAT DID MELVIN LEARN TODAY?_____
WAS IT A GOOD IDEA FOR MOTHER TO SEND MELVIN TO HIS ROOM?_____ WHY?_____

Teacher: LET'S MAKE UP A STORY TOGETHER. (Use puppet faces. Give children Harry and George/Georgeanne.) WE'LL PRETEND teacher's name WAS GIVING DIRECTIONS ABOUT WHAT HARRY AND GEORGE WERE SUPPOSED TO DO. BUT HARRY AND GEORGE WERE TALKING WHEN THE TEACHER WAS TELLING THE CLASS WHAT TO DO.

Teacher: WHAT MIGHT HAPPEN NEXT IN THIS STORY IF HARRY AND GEORGE ARE TALKING WHILE THE TEACHER IS GIVING DIRECTIONS?

Children: _____

Teacher: THEN WHAT MIGHT HAPPEN NEXT? (Ask what happens next - chaining - until appropriate to introduce,) child's name, HOW MIGHT HARRY FEEL IF (use one of his 'what happens next'). (Give choice happy or mad, if necessary.)

Child: _____

Teacher: HE MIGHT FEEL MAD. HOW CAN I FIND OUT? (Encourage for such responses as "You could ask him or You could look at his face". If necessary, model a mad face and ask if child can tell how you feel. HOW CAN YOU TELL? _____ MAYBE I'M SAD. HOW CAN YOU FIND OUT IF I'M MAD OR SAD? _____)

---OR---

Teacher: (If child says he's happy and it's an inappropriate response, ask why he's happy. If happy is an appropriate response, follow above dialogue of HE MIGHT FEEL HAPPY. HOW CAN I FIND OUT?)

Teacher: WHY WOULD HARRY FEEL MAD (SAD)? BECAUSE.....

Children: _____

Teacher: WE KNOW THAT HARRY AND GEORGE WOULD FEEL MAD (SAD). LET'S MAKE UP WHAT HAPPENS NEXT IN THE STORY. WHAT MIGHT HARRY AND GEORGE DO NEXT? REMEMBER THE TEACHER (use child's response). WHAT MIGHT THEY DO NEXT?

Children: _____

Teacher: THAT'S ONE THING THEY MIGHT DO: (repeat response). (List all responses.) IF SHE _____ THEY MIGHT _____ OR THEY MIGHT DO SOMETHING ELSE. THEY ARE MAD. WHAT ELSE MIGHT THEY DO, _____?

Child: _____

(Note: It is possible that a child will "chain" here. He might say in response to, e.g. teacher telling him to be quiet, "He'll throw his paper on the floor", then "She'll yell at him". "She'll yell at him" is in direct response to his throwing paper on the floor not to the original act of the teacher telling him to be quiet, the story root. Do not list chaining responses. If chaining occurs, remind child of original act--story root--he is to respond to. Then ask, WHAT ELSE MIGHT HARRY AND GEORGE DO?)

Children: _____

Teacher: YES, THEY MIGHT DO THAT. NOW WE HAVE TWO THINGS THAT MIGHT HAPPEN, _____ OR _____.

Teacher: WHAT MIGHT THEY SAY IF THE TEACHER _____? (Repeat line of questioning, e.g. THEY MIGHT SAY _____ OR _____.)

PMA

Teacher: (Have children complete the next 2 or 3 PMA items from yesterday's paper. Demand verbalization for second-graders, quiet verbalization for first-graders.)

MAZES

Teacher: I HAVE A NEW PROBLEM FOR US TODAY. WE ARE GOING TO MAKE TRAILS. WHAT IS A TRAIL?

Children: _____

Teacher: YES, IT IS LIKE A SMALL ROAD WHERE MOTORCYCLES CAN GO OR WHERE PEOPLE CAN HIKE. (Show Adult Trail Making Part A.) THE PROBLEM IS TO DRAW A TRAIL FROM #1 TO #2 TO #3 AND SO ON WITHOUT LIFTING YOUR PENCIL FROM THE PAPER. I'LL TRY THE FIRST ONE. YOU BE COPY CATS.

Teacher: (Looking at task but before picking up pencil.)

Q. OK. WHAT AM I SUPPOSED TO DO?*
A. I NEED TO DRAW A TRAIL TO EACH NUMBER IN ORDER* -- LIKE 1, 2, 3, 4* WITHOUT LIFTING MY PENCIL FROM THE PAPER.*

Teacher: A. I'VE GOT A PLAN.* BEFORE I DRAW A LINE, I'LL FIND THE NEXT NUMBER I HAVE TO GO TO.* THAT'S HOW THINKING OUT LOUD WILL HELP ME.* I COULD GO FAST* BUT I MIGHT MAKE A MISTAKE SO I'LL GO SLOW.*

Teacher: HERE I GO.* (Pick up pencil.) HERE'S #1 -- THAT'S WHERE I START.* NOW MY PLAN -- I'LL FIND #2.* GOOD, HERE IT IS* (hold finger on #2 and draw line to it). #3 -- YEP.* GOOD, I'M GOING SLOW AND I'M PLANNING AHEAD.* (While looking for #4 lift pencil off of paper. If children don't catch you, say) OOPS.* I'M SUPPOSED TO KEEP MY PENCIL ON THE PAPER.* THAT'S KIND OF HARD.* I BETTER REMIND MYSELF -- KEEP MY PENCIL ON THE PAPER.* (Holding pencil on paper) OK, NOW WHERE DO I GO?* I'M AT #3 SO I BETTER FIND #4.* YEP.* (From #4 go directly to #6 without planning. When recognize error, feign madness and slam pencil on desk.) I DID IT WRONG.* I DIDN'T PLAN AHEAD.* I CAN'T EVEN DO THIS.* (Pout, in manner typical of boys, then calm yourself.) WELL I JUST WENT TOO FAST.* I KNEW I'D MAKE A MISTAKE IF I WENT TOO FAST.* IF I SLOW DOWN I CAN DO ALL RIGHT.* (Place pencil back at #4.)

A. OK, NOW I'M USING MY PLAN:* LOOKING AHEAD.* THERE'S #5 -- THAT'S WHERE I NEED TO GO.* I FEEL BETTER NOW -- I'M DOING GOOD.* AFTER 5 COMES 6.* GOOD.* AND THAT'S HOW WE DO THIS TRAIL. I'LL LET YOU HAVE A TURN NOW.

Teacher: Q. HOW DID I DO?*

A. I GOT KIND OF MAD, BUT THEN I SLOWED DOWN.* I DID BETTER WHEN I PLANNED AHEAD.* I WASN'T VERY GOOD AT KEEPING MY PENCIL ON THE PAPER.*

Teacher: YOU TRY MAKING A TRAIL. (Hand children Trail Making Part A Sample but turn paper over after brief exposure. Point to cue picture #1

if necessary to initiate verbalizations. If children want to silently verbalize while paper is overturned, that should be sufficient. When mazes become harder, overt verbalizations will be required.)

Teacher: (Hand children Trail 1-15.) HERE'S A PROBLEM WITH MORE NUMBERS. WHAT PLAN WILL HELP YOU DO THIS PROBLEM?

Children: _____

Teacher: IS IT A GOOD IDEA TO GO FAST ON THIS PROBLEM?

Children: _____

Teacher: (After self-evaluation, hand children Fido Trail.) NOW I HAVE A DIFFERENT PROBLEM FOR YOU. THIS TIME I WANT YOU TO DRAW A TRAIL BUT THE NUMBERS WON'T TELL YOU WHERE TO GO. I'LL GIVE YOU A PICTURE OF A DOG, HIS NAME IS FIDO. HE IS TRYING TO GET ACROSS THE STREET WITHOUT BEING HIT BY A CAR. Teacher's name WANTS YOU TO FIND A TRAIL ACROSS THE STREET FOR HIM. (Provide no reminders of thinking out loud. See if children talk spontaneously. Place pencil on table beside paper.)

Children: _____

Teacher: (Show Little Red Riding Hood maze.) NOW IT'S MY TURN. Teacher's name WANTS ME TO GET LITTLE RED RIDING HOOD TO HER GRANDMOTHER'S HOUSE WITHOUT GETTING TRAPPED BY THE WOLF AND WITHOUT STEPPING ON ANY PLANTS. AND I CAN'T LIFT MY PENCIL FROM THE PAPER.

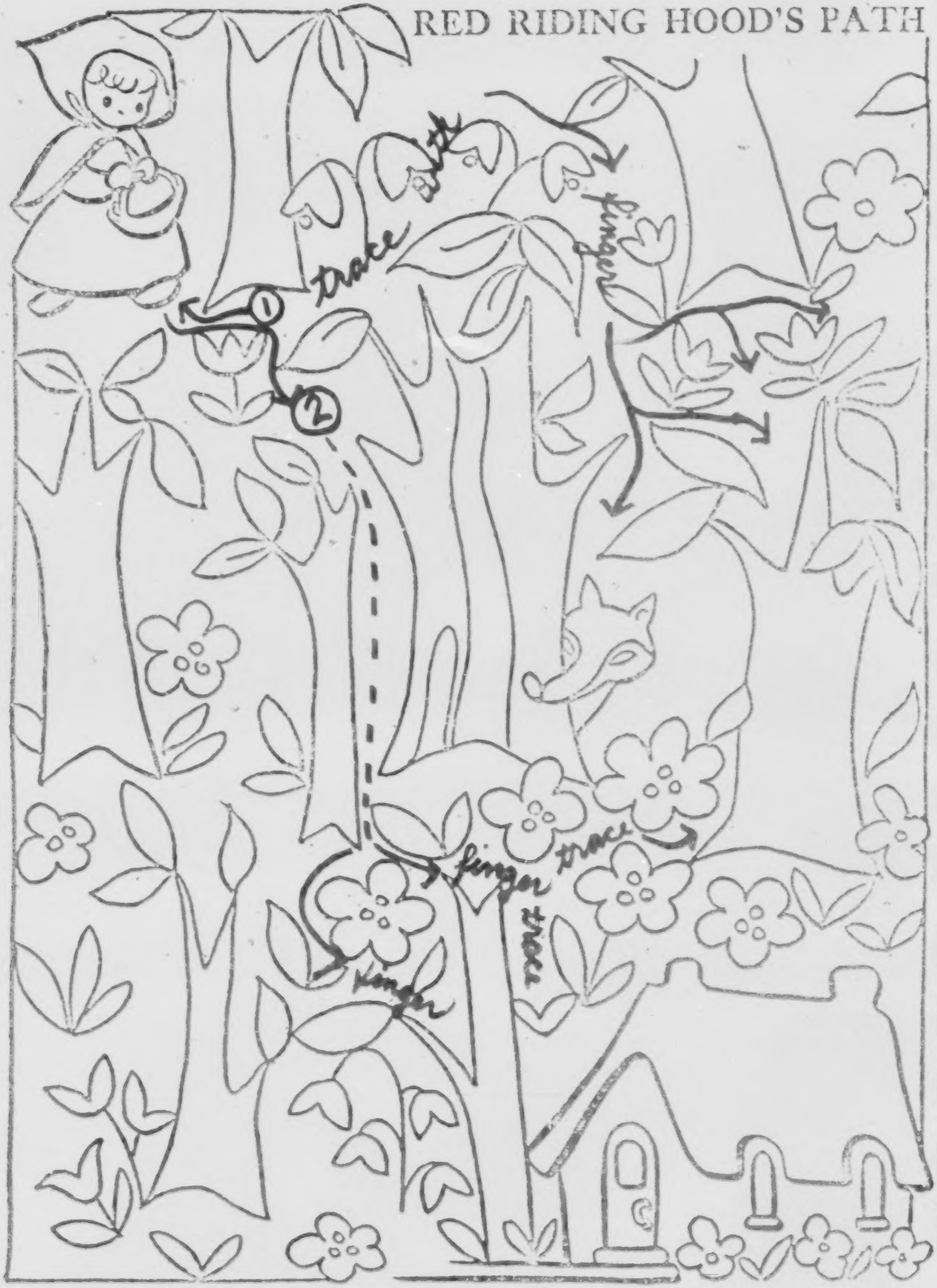
Teacher: I'VE GOT A NEW PLAN. I WILL LOOK AHEAD WITH MY EYES AND FINGERS TO FIND THE BEST TRAIL FOR HER. I'LL HAVE TO GO SLOW SO I DON'T GET CAUGHT.

Teacher: (1) THIS IS ONE WAY SHE COULD GO. (Trace with finger into wolf trap plus along branches off of it.) NOPE, THIS WAY I'LL GET TRAPPED. (2) - (Eye trace south route from Red Riding Hood.) YES, I CAN GO THIS WAY. (Set pencil to paper.) GO SLOW 'CAUSE I CAN'T STEP ON ANY PLANTS. (Slowly finger trace backwards from house.) I HAVE TO GET TO THE HOUSE, RIGHT? GOOD. I CAN GO THIS WAY. (Cut through tree leaf in haste.) OH I KNEW THAT WOULD HAPPEN IF I WENT FAST. NOW I MADE A MISTAKE AND I WAS DOING SO GOOD AT PLANNING AHEAD. (Calm self.) I'LL JUST HAVE TO BE MORE CAREFUL. NOW I'M DOING BETTER.

Teacher: DONE. I WAS GOOD AT PLANNING AHEAD WITH MY FINGER AND EYES. I LEARNED I CAN PLAN FROM THE BEGINNING OR FROM THE END. BUT I'VE GOT TO REMIND MYSELF TO SLOW DOWN. I DON'T LIKE MYSELF WHEN I GO TOO FAST.

Teacher: (Hand children Puddle maze.) YOU ARE SUPPOSED TO GET MARTHA TO SCHOOL WITHOUT STEPPING IN ANY PUDDLES. DON'T LIFT YOUR PENCILS FROM THE PAPER. IS IT A GOOD IDEA TO PLAN AHEAD FROM THE BEGINNING OR THE END?

RED RIDING HOOD'S PATH



Find a path to Grandmother's. Do not step on any plants.

Children: _____

Teacher: (Turn papers over and point to cue picture #1.)

Children: _____

Teacher: (At end of task) WHAT NEW PLAN CAN HELP US ON THESE PROBLEMS?

Children: _____

Teacher: IS IT A GOOD IDEA TO PLAN AHEAD WITH YOUR FINGER AND EYES WHEN YOU DO A TRAIL?

Children: _____

Teacher: WHY?

Children: _____

DAY 11

1 Social #6

Is It a Good Idea? requires the children to judge the appropriateness of a pictured action. They are asked to think of alternative responses to inappropriate actions.

2 One child is given problems to work on independently. The teacher can evaluate if the child can stay on task while working alone and if he thinks out loud on familiar problems.

DAY 11

1 SOCIAL #6--Is It a Good Idea and Beginning Consequences.
(Use pictures #12, #7, #3 Children and the Law, Picture #7 Science Themes 2, and pictures #12 and 11 Safety Themes.)

Teacher: THIS GAME IS CALLED IS IT A GOOD IDEA? (Show picture #12 Children and the Law--girls with cat.) WHAT IS THIS CHILD DOING?

Children: _____

Teacher: YES, SHE IS PULLING THE CAT'S TAIL. HOW DO YOU THINK THE CAT MIGHT FEEL IF SHE PULLS HIS TAIL?

Children: _____

(Note: If a child says, "Happy", ask why. He may have a logical thought, e.g. "He thinks she's playing with him".)

Teacher: (If mad or sad given) WHY IS THE CAT MAD (SAD)? BECAUSE.....

Children: _____

Teacher IS PULLING A CAT'S TAIL A GOOD IDEA OR NOT A GOOD IDEA?

Children: _____

Teacher: (If not a good idea is given) WHY IS PULLING A CAT'S TAIL NOT A GOOD IDEA? BECAUSE.....(If no response, ask WHAT MIGHT HAPPEN NEXT? If still no response, ask WHAT MIGHT THE CAT DO NEXT WHEN THE LITTLE GIRL PULLS HIS TAIL, _____?

Child: _____

Teacher: (If cat might bite is given), IF THE CAT BITES THE GIRL, HOW MIGHT THE LITTLE GIRL FEEL? HAPPY OR SAD?

Children: _____

Teacher: YES, SHE MIGHT FEEL SAD. WHAT IS SOMETHING <u>DIFFERENT</u> THE GIRL COULD DO WITH THE CAT?

Children: _____

Teacher: (Show #7 Children and the Law--boys in front of swings) WHERE ARE THESE BOYS PLAYING? (Point to swings.)

Children: _____

Teacher: IS THAT A GOOD PAACE FOR THE BOYS TO PLAY OR NOT A GOOD PLACE?

Children: _____

Teacher: _____, WHY IS THAT NOT A GOOD PLACE? BECAUSE .....
(If child hesitates, ask WHAT MIGHT HAPPEN NEXT IF THE BOYS PLAY IN FRONT OF THE SWING?)

Child: _____

Teacher: (If girls might kick them is given ask,) other child, HOW DO YOU THINK THE BOYS MIGHT FEEL IF THE GIRLS KICK THEM? HAPPY OR SAD?

Child: _____

Teacher: WHY MIGHT THE BOYS FEEL SAD?

Child: _____

Teacher: WHERE IS A DIFFERENT PLACE THE BOYS COULD PLAY?

Children: _____

Teacher: (Show #7 from Science Themes 2 - boy watering plants.) WHAT IS THIS BOY DOING?

Children: _____

Teacher: IS THAT A GOOD IDEA OR NOT A GOOD IDEA FOR THE BOY TO WATER THE PLANTS?

Children: _____

Teacher: IF HE DOES NOT WATER THE PLANTS, WHAT MIGHT HAPPEN NEXT, _____?

Child: _____

Teacher: (Show #12 from Safety Themes - girl reaching for cookies.) WHAT IS THIS GIRL DOING?

Children: _____

Teacher: IS THAT A GOOD IDEA OR NOT A GOOD IDEA?

Children: _____

Teacher: _____, WHAT MIGHT HAPPEN NEXT?

Child: _____

Teacher: (If fall is given, ask) HOW MIGHT SHE FEEL IF SHE FALLS?

Child: _____

Teacher: LET'S PRETEND WE KNOW SHE DID NOT ASK HER MOTHER IF SHE COULD HAVE A COOKIE. SHE JUST SNUCK IN AND TOOK IT. HOW MIGHT HER MOTHER FEEL WHEN SHE FINDS OUT THE GIRL TOOK A COOKIE?

Children: _____

Teacher: WHAT MIGHT HAPPEN NEXT?

Children: _____

Teacher: HOW WILL THE GIRL FEEL THEN, _____?

Child: _____

Teacher: (Show #11 from Safety Themes - boy using tools.) WHAT IS THIS BOY DOING? (Try to get children to say he is watching the man use tools.)

Children: _____

Teacher: IS IT A GOOD IDEA OR NOT A GOOD IDEA FOR THE BOY TO WATCH THE MAN USE THE TOOLS BEFORE HE USES THEM HIMSELF?

Children: _____

Teacher: WHY IS IT A GOOD IDEA FOR HIM TO WATCH FIRST? BECAUSE.....? _____, IF HE DOES NOT WATCH FIRST AND USES THE TOOLS BEFORE HE KNOWS HOW, WHAT MIGHT HAPPEN NEXT?

Child: _____

Teacher: IF THE BOY HURTS HIMSELF, HOW MIGHT HE FEEL?

Child: _____

Teacher: (Show picture #3 Children and the Law - boys at trash can.) WHAT ARE THESE BOYS DOING?

Children: _____

Teacher: IS IT A GOOD IDEA OR NOT A GOOD IDEA FOR THE BOYS TO THROW THEIR WRAPPERS IN THE TRASH CAN?

Children: _____

Teacher: WHAT MIGHT HAPPEN NEXT, _____, IF THEY THROW THEIR TRASH ON THE SIDEWALK?

Child: _____

Teacher: (If dialogue includes police and the law, follow with) WHY IS IT AGAINST THE LAW TO LITTER?

AUDITORY ASSOCIATION

Teacher: (Show auditory task spot and offer one pair of ears saying) WHO WANTS TO DO GOOD LISTENING TODAY?

Child: _____

2 Teacher: (To other child,) YOU MAY WORK AT YOUR OWN TABLE. YOU MAY CHOOSE A PROBLEM FROM ONE OF THE TWO FOLDERS. ONE FOLDER IS DETECTIVE PROBLEMS; THE OTHER IS TRAIL PROBLEMS. WHAT ARE YOU SUPPOSED TO DO ON DETECTIVE PROBLEMS?

Child: _____

Teacher: YES. ON THESE PROBLEMS YOU ARE SUPPOSED TO COLOR ONLY THE TWO PICTURES THAT LOOK JUST ALIKE. THE COLORED PENCILS ARE ON THE TABLE. WHAT IS YOUR DETECTIVE PROBLEM?

Child: _____

Teacher: OR YOU MAY CHOOSE A TRAIL PROBLEM. WHAT IS A TRAIL?

Child: _____

Teacher: WHAT IS YOUR PLAN FOR FINDING A TRAIL?

Child: _____

Teacher: (Take mouse trail and ask child where his trail should end. Indicate that he may only go through the gates to get to the cheese. Then ask,) WHAT ARE YOU SUPPOSED TO DO ON THIS PROBLEM?

Child: _____

Teacher: GOOD, YOU MAY CHOOSE THE PROBLEMS YOU WANT TO THINK OUT LOUD ON. (Provide colored pencils only, so poor planning on a Trail cannot be erased.)

Auditory Association Listening Task - 3

Teacher: (To "Listening" child,) TODAY teacher's name WANTS YOU TO HIT THE SPOT EACH TIME YOU HEAR THE WORD COAT. REMEMBER HOW YOU HIT THE SPOT?

Child: _____

Teacher: OK. WHAT ARE YOU SUPPOSED TO DO?

Child: _____

Teacher: (Encourage for "What's my plan", if necessary before starting Coat-3 Association List. Record child's errors on appropriate Recording Sheet.)

Child: _____

Teacher: THIS TIME, DO NOT HIT ON COAT BUT DO HIT ON ANY OTHER WORD THAT NAMES SOMETHING THAT BOYS OR GIRLS CAN WEAR. TRY TO THINK OF WORDS YOU MIGHT HAVE TO HIT ON. (Do not ask child to verbalize his ideas, but wait for standard cue questions. Then replay Coat - 3 Association List.)

Child: _____

Teacher: (If child fails to respond on dress consistently, call error to his attention and repeat second part of task.)

Teacher: THIS TIME YOU ARE SUPPOSED TO STRIKE THE SPOT EVERY TIME YOU HEAR THE WORD LOOK. YOU'LL HAVE TO LISTEN CAREFULLY BECAUSE SOME OTHER WORDS SOUND A LOT LIKE LOOK. WHAT PLAN WILL HELP YOU REMEMBER WHAT WORD TO STRIKE THE SPOT ON?

Child: _____

Teacher: (Play Look - 3 Auditory Association List.)

Child: _____

Teacher: THIS TIME DO NOT HIT ON LOOK. DO HIT ON ANY OTHER WORD THAT TELLS SOMETHING WE DO WITH OUR EYES. LET'S THINK OF SOME DIFFERENT THINGS WE CAN DO WITH OUR EYES. WHAT'S ONE THING YOU MIGHT HAVE TO STRIKE THE SPOT ON?

Child: _____

Teacher: WE CAN (repeat child's response) WITH OUR EYES. WHAT'S SOMETHING DIFFERENT WE CAN DO? (Repeat thus until child includes stare, peek, see. Help him as necessary.)

Teacher: DO YOU REMEMBER WHAT YOUR PROBLEM IS THIS TIME?

Child: _____

Teacher: (Replay Look - 3 Auditory Association List.)

Child: _____

Teacher: (Following self-evaluation by child, i.e. "How did I do?", ask) HOW DOES THAT MAKE YOU FEEL?

Child: _____

Teacher: DID PLANNING AHEAD (i.e. predicting possible stimulus words) HELP YOU ON THIS PROBLEM?

Child: _____

Note: Record on Master Sheet tasks independent child completes. From here on introduce at least one Auditory Association list each week.

DAY 12

1 Inductive Reasoning

Inductive Reasoning is a complex auditory task requiring the children to think quietly to review the problem and to consider many alternatives before responding. If they react too quickly they may overlook a distinguishing clue. More elusive clues are presented as the children become adept at recalling and working with a string of clues. This task might be considered a sophisticated following directions task. How far have the children come since Day 1?

2 A partner maze introduces the competition and time elements so common in classroom work. Dealing with contingent frustration or pride provides a good spontaneous social situation.

DAY 12

1 INDUCTIVE REASONING

Teacher: LET'S PUT ON OUR DETECTIVE HATS TODAY. (Pretend to put on a hat.) WHAT DOES A DETECTIVE DO?

Children: _____

Teacher: YES, A DETECTIVE TRIES TO FIND CLUES SO HE CAN SOLVE A PROBLEM. Teacher's name GAVE US THREE CLUES AND SHE WANTS US TO SOLVE THE PROBLEM. LET ME SHOW YOU HOW A DETECTIVE WOULD SOLVE IT. DON'T HELP ME AND I'LL TRY TO SOLVE IT MYSELF. Teacher's name WANTS TO KNOW WHAT IS ROUND, WHITE AND COLD?

Teacher: Q. OK, WHAT IS MY PROBLEM?

A. I HAVE TO FIGURE OUT WHAT IS ROUND, WHITE AND COLD.

Q. HOW CAN I DO IT?

A. I'LL HAVE TO FIGURE OUT SOME THINGS THAT ARE ROUND OR WHITE OR COLD. I'LL PROVE MY ANSWER FITS ALL THREE OF THE CLUES.

Teacher: WHAT COULD IT BE? A BALL IS ROUND AND COULD BE WHITE BUT IT ISN'T COLD USUALLY. IT'S PROBABLY NOT A BALL. A PLATE COULD BE ROUND, COULD BE WHITE, BUT USUALLY ISN'T COLD. MY PLAN ISN'T WORKING, BECAUSE SOME OF THE CLUES AREN'T ALWAYS TRUE. LET ME TRY TO THINK OF WHAT IS WHITE AND COLD FIRST, MAYBE THAT WILL BE EASIER. SNOW IS WHITE AND COLD, BUT IT ISN'T ROUND. HEY WAIT -- IF YOU PACK SNOW INTO A SNOWBALL IT'S WHITE, COLD AND ROUND. THAT MUST BE IT. IT'S A SNOWBALL. A SNOWBALL IS ROUND AND WHITE AND COLD.

Teacher: THINKING OUT LOUD REALLY HELPED ME. I DIDN'T MAKE ANY WRONG GUESSES. I DID A HARD PROBLEM. THAT MAKES ME FEEL GOOD.

Teacher: OK YOU TAKE TURNS BEING THE DETECTIVE. I'LL GIVE YOU teacher's THREE CLUES AND YOU THINK OUT LOUD TO FIGURE OUT JUST WHAT SHE'S THINKING OF. _____, HOW CAN WE FIND OUT IF HE WANTS OUR HELP?

Child: _____

Teacher: OK, MR. DETECTIVE, WHAT IS BROWN, IS MADE OF PAPER AND IS USED TO CARRY GROCERIES? WHAT'S THE FIRST QUESTION YOU ASK YOURSELF? (Point to cue picture #1 to initiate verbalizations. Do not require inclusion of cue question #2.)

Child: _____

Teacher: (Move about list of Inductive Reasoning problems as seems appropriate to children's levels. Record responses using child's initials on recording form under Day 1 presentation. Require children to "prove" their answers each time before you acknowledge their responses. Ask other children if they accept the answer.

If child errs, inquire about his response in terms of the clue it does not fit.)

Teacher: ARE WE GOOD DETECTIVES?

Children: _____

Teacher: HOW DOES THAT MAKE YOU FEEL?

Children: _____

Teacher: WE'LL TRY MORE OF THESE ON ANOTHER DAY.

Teacher: WHOSE TURN IS IT TO BE THE GOOD LISTENER TODAY?

Children: _____

Teacher: (To other child,) YOU MAY WORK AT YOUR OWN TABLE TODAY. CHOOSE A PROBLEM FROM THE DETECTIVE FOLDER OR THE TRAIL FOLDER. WHAT TWO PICTURES ONLY SHOULD YOU COLOR IF YOU CHOOSE A DETECTIVE PROBLEM?

Child: _____

Teacher: GOOD. DO YOU HAVE A PLAN FOR FINDING A TRAIL? (Provide colored pencils - no erasers at work table.)

Child: _____

Teacher: (To "Listening" child, present same COAT, LOOK sequence from Day 11.)

Child: _____

2 Teacher: (Bring children back together for Partner Maze, "Who Will Get to Mars First?".) THE LAST THING TODAY IS A MAZE YOU WILL DO TOGETHER. A MAZE IS THE SAME KIND OF PROBLEM AS A TRAIL. (Give boys maze copies.) AT BLAST OFF EACH OF YOU MUST GUIDE YOUR ROCKET BETWEEN THE STARS TO GET TO MARS. IF YOU BUMP INTO A STAR YOU MUST GO BACK AND START AGAIN. (Turn papers over and wait for pre-verbalization.)

Children: _____

Note: Record on Master Sheet tasks independent child completes.

INDUCTIVE REASONING QUESTIONS

EASY

1. WHAT IS BROWN, IS MADE OF PAPER, AND IS USED TO CARRY GROCERIES? (bag)
2. WHAT IS ROUND, MADE OF RUBBER, AND BOUNCES? (ball)
3. WHAT IS ROUND, FLOATS IN THE AIR, AND CAN BE POPPED BY A PIN? (balloon)
4. WHAT IS LONG, IS MADE OF WOOD, AND IS USED TO HIT BASEBALLS? (bat)
5. WHAT IS YELLOW, GROWS ON TREES, AND IS EATEN BY MONKEYS? (banana)
6. WHAT IS STRIPED YELLOW, BUZZES, AND STINGS? (bee)
7. WHAT HAS TWO WHEELS, A SEAT, AND CAN BE RIDDEN? (bicycle)
8. WHAT HAS A BEAK, FEATHERS, AND SINGS? (bird)
9. WHAT IS FURRY, HAS LONG EARS, AND HOPS? (rabbit)
10. WHAT IS BIG, YELLOW, AND TAKES SOME CHILDREN TO SCHOOL? (bus)
11. WHAT IS ROUND, HAS HANDS, AND GOES TICK, TOCK? (clock)
12. WHAT IS BIG, GRAY, AND HAS A LONG TRUNK? (elephant)
13. WHAT GOES IN A BOWL, IS CRUNCHY, AND IS EATEN FOR BREAKFAST? (cereal)
14. WHAT IS BIG, HAS MANY ROOMS, AND IS A PLACE TO LEARN? (school)
15. WHAT IS WHITE, CAN BE POURED, AND IS A FOOD TO DRINK? (milk)
16. WHAT IS BIG, RUNS ON A TRACK, AND HAS A WHISTLE? (train)
17. WHAT IS MADE OF METAL, HAS POINTS, AND IS USED FOR EATING? (fork)
18. WHAT IS KNITTED, WORN IN WINTER, AND KEEPS HANDS WARM? (mittens, gloves)
19. WHAT IS GLASS OR PLASTIC, HAS A RUBBER TOP, AND HOLDS A BABY'S DRINK? (baby bottle)
20. WHAT IS GREEN, GROWS IN SUMMER, AND COVERS A YARD? (grass)

EASY/INTERMEDIATE

1. WHAT IS LONG, IS USUALLY MADE OF LEATHER, AND IS WORN AROUND YOUR WAIST? (belt)

2. WHAT IS SQUARE, HAS PAGES, AND TELLS A STORY? (book)

3. WHAT IS MADE OF BRICK, IS ON THE ROOF OF A HOUSE, AND HAS SMOKE INSIDE IT? (chimney)

4. WHAT HAS A HANDLE, A HEAD, AND POUNDS NAILS? (hammer)

5. WHAT IS ROUND, SOMETIMES MADE OF METAL, AND HOLDS SCRAPS? (wastebasket)

6. WHAT COMES IN A BOX, HAS MANY COLORS, AND MARKS ON PAPER? (crayons, pencils)

7. WHAT IS TALL, HAS MANY STEPS, AND IS USED BY A PAINTER? (ladder)

8. WHAT IS DRIVEN, MAKES A LOT OF NOISE, AND HAS CANS DUMPED INTO IT? (garbage/trash truck)

9. WHAT IS SLANTED, SLIPPERY, AND IS FOUND ON A PLAYGROUND? (slide)

10. WHAT CAN BE LOOKED THROUGH, BROKEN, AND IS IN THE WALL OF A HOUSE OR A BUILDING? (window)

INTERMEDIATE

1. WHAT IS ROUND, RED ON THE OUTSIDE, AND SWEET? (apple, candy)

2. WHAT IS BIG, FURRY, AND LIKES HONEY? (bear)

3. WHAT TRAVELS IN WATER, HAS A SAIL, AND IS PUSHED BY THE WIND? (boat)

4. WHAT IS WORN ON YOUR FEET, IS MADE ONLY OF RUBBER, AND KEEPS FEET DRY AND WARM? (boots)

5. WHAT IS LONG, BRISTLY ON THE END, AND IS USED TO CLEAN THE FLOOR? (broom)

6. WHAT IS SQUARE, HAS BARS ALL AROUND IT, AND KEEPS IN WILD ANIMALS? (cage)

7. WHAT IS SQUARE, WOODEN, AND IS WHERE A STUDENT SITS IN CLASS? (desk, chair)

8. WHAT IS CLOTHING, IS WORN ON A FOOT, AND IS MADE ONLY OF CLOTH? (sock)

9. WHAT IS STRAIGHT, HAS NUMBERS AND LINES ON IT, AND IS USED TO MEASURE? (ruler, yardstick)

10. WHAT HOLDS MONEY AND SMALL CARDS, AND IS CARRIED IN A MAN'S POCKET? (wallet, billfold)

11. WHAT HAS MANY STAMPS, IS A BUILDING, AND HAS MANY LETTERS? (post office)

12. WHAT IS A PERSON WHO HELPS MANY OTHER PEOPLE, AND WHO GROWS FOOD? (farmer)

13. WHAT IS A PIECE OF FURNITURE, CAN BE SAT IN, AND HAS CURVED FEET? (rocking chair)

14. WHAT GROWS, HAS AN ORANGE ROOT, AND IS EATEN BY RABBITS? (carrot)

DIFFICULT

1. WHAT IS POINTED AT ONE END, HAS FEATHERS, AND WAS USED TO KILL BUFFALO LONG AGO? (arrow)

2. WHAT IS LONG, IS MADE OF METAL, AND HELPS MAKE A CLEAR TV PICTURE? (antenna, aerial)

3. WHAT IS SMALL, RED, AND BUILDS HILLS OF SAND? (ant)

4. WHAT IS LONG, AND WIDE, AND CROSSES ABOVE A RIVER (bridge)

5. WHAT IS SMALL, ROUND, AND IS FOUND ON THE FRONT OF A MAN'S SHIRT? (buttons)

6. WHAT IS LONG, WOODEN, AND IS USED BY AN OLD MAN TO HELP HIM WALK? (cane)

7. WHAT IS GREEN, HOPS, AND CROAKS? (frog)

8. WHAT IS A TOOL, IS STRAIGHT WITH A HANDLE, AND TURNS A SMALL PIECE OF METAL INTO A HOLE? (screwdriver)

9. WHAT HAS COLOR, IS LIQUID, AND CAN BE PUT ON PAPER OR WALLS? (paint)

10. WHAT HAS 8 LEGS, CRAWLS ANYWHERE, AND SCARED MISS MUFFET? (spider)

11. WHAT IS MADE OF PAPER, IS USED AT MEALS, AND CLEANS HANDS AND FACES? (napkin)

12. WHAT FLIES IN THE AIR, HAS A STRING ATTACHED, AND CAN HAVE MANY SHAPES? (kite, balloon)

INDUCTIVE REASONING RECORDING FORM

Names _____ School _____

Directions: Record child's initials for each correct answer under appropriate day of presentation. List initials with guessed words as errors under appropriate day of presentation.

Date								
EASY	Day 1 Corr.	Day 1 Guess	Day 2 Corr.	Day 2 Guess	Day 3 Corr.	Day 3 Guess	Day 4 Corr.	Day 4 Guess
1. Paper bag								
2. ball								
3. balloon								
4. bat								
5. banana								
6. bee								
7. bicycle								
8. bird								
9. rabbit								
10. bus								
11. clock								
12. elephant								
13. cereal								
14. school								
15. milk								
16. train								
17. fork								
18. mittens								
19. baby bottle								
20. grass								

INDUCTIVE REASONING RECORDING FORM

Names _____ School _____

Date							
EASY/INTERMEDIATE	Day 1 Corr.	Guess	Day 2 Corr.	Guess	Day 3 Corr.	Guess	Day 4 Corr.	Guess
1. belt								
2. book								
3. chimney								
4. hammer								
5. wastebasket								
6. crayons,pencils								
7. ladder								
8. garbage truck								
9. slide								
10. window								
INTERMEDIATE								
1. apple, candy								
2. bear								
3. sailboat								
4. boots								
5. broom								
6. cage								
7. desk, chair								
8. sock								
9. ruler, yardstick								
10. wallet, billfold								
11. post office, mailbox								
12. farmer								
13. rocking chair								
14. carrot								

INDUCTIVE REASONING RECORDING FORM

Names _____ School _____

Date							
DIFFICULT	Day 1 Corr.	Guess	Day 2 Corr.	Guess	Day 3 Corr.	Guess	Day 4 Corr.	Guess
1. arrow								
2. antenna, aerial								
3. ant								
4. bridge								
5. buttons								
6. cane								
7. frog								
8. screwdriver								
9. paint								
10. spider								
11. napkin								
12. kite								

DAY 13

1 Social #7

The Fairness lesson requires the children to evaluate the justice of an act in a pictured situation and to develop alternatives for unfair acts.

2 We try to elicit in these small sessions behaviors similar to those that occur in a crowded classroom. Offering a puppet to one child will undoubtedly provoke a negative response from the other child. This negative behavior can be handled using the standard social phrases: "Would it be fair...," "How do you make us feel...," "Is it a good idea...," "What's a different thing you could do...," or "What might happen next?"

DAY 13

1 SOCIAL #7 - Fairness (Use mounted Rosenzweig P-F pictures and Dragon & Wolf puppets.)

Teacher: TODAY WE ARE GOING TO TALK ABOUT FAIRNESS. LET'S LOOK AT THIS PICTURE. (Show RPF #1 scooter.)

Teacher: THIS BOY TOOK THE GIRL'S SCOOTER AWAY FROM HER. WAS THAT A FAIR THING FOR HIM TO DO?

Children: _____

Teacher: WHY NOT?

Children: _____

Teacher: WHAT IS THE PROBLEM? WHAT DOES THE BOY WANT TO DO?

Children: _____

Teacher: WHAT COULD HE SAY OR DO THAT WOULD BE FAIR SO HE CAN RIDE THE SCOOTER?

Children: _____

Teacher: WHY WOULD THAT BE FAIR?

Children: _____

Teacher: HOW DOES THE GIRL FEEL, (least verbal child)?

Child: _____

Teacher: IS THAT FAIR?

Child: _____

2 Teacher: LET'S PRETEND THAT one child's name HAS WALLY (hand Wolf puppet to less demanding child. This action will no doubt provoke a spontaneous social situation that should be dealt with.) AND I HAVE DILLY. YOU HAVE THIS TOY THAT DILLY WANTS. SO DILLY GRABS IT. (Use Dilly to grab at Wally.) IS THAT FAIR?

Children: _____

Teacher: WHY NOT?

Children: _____

Teacher: WHAT DOES DILLY WANT?

Children: _____

Teacher: (Hand Dilly to non-involved child.) _____, TELL DILLY SOMETHING HE COULD DO OR SAY TO WALLY THAT WOULD BE FAIR.

Child: _____

Teacher: (Put puppets away.) LET'S LOOK AT ANOTHER PICTURE. (Show RPF #2 - boys with toy soldiers.) PRETEND THIS BOY, PETER, HAS FOUR SOLDIERS AND THIS BOY, JACK, HAS TWO SOLDIERS AND A CANNON. PRETEND THAT PETER WANTS THE CANNON. IS IT FAIR FOR HIM TO TAKE IT AWAY FROM THE OTHER BOY?

Children: _____

Teacher: (If no is given) _____, WHAT DOES PETER WANT?

Child: _____

Teacher: WHAT WOULD BE A FAIR THING HE COULD DO OR SAY?

Children: _____

Teacher: (Show RPF #3 - father buying doll for girl.) FATHER SAYS, 'SALLY, I'LL BUY THAT DOLL FOR YOU SINCE YOU WERE MY HELPER TODAY.' IS THAT A FAIR THING FOR FATHER TO SAY?

Children: _____

Teacher: (If yes) WHY? (If child says it is not fair, ask WHY? and WHAT WOULD BE A FAIR THING FOR HIM TO SAY OR DO?)

Children: _____

Teacher: HOW DOES SALLY FEEL WHEN FATHER BUYS HER THE DOLL?

Children: _____

Teacher: HOW DOES FATHER FEEL WHEN HE MAKES SALLY (HAPPY)?

Children: _____

Teacher: (Show RPF #4 - little girl with ball runs to Mother.) THE BIG GIRL WAS PLAYING WITH THE BALL WHEN HER LITTLE SISTER TOOK IT AND RAN TO MOTHER. MOTHER SAYS, 'LET HER PLAY WITH IT BECAUSE SHE IS LITTLE'. IS THAT A FAIR THING FOR MOTHER TO SAY? (If children are still distracted by presence of puppets, address them through puppets to answer the questions, i.e. WALLY, IS THAT A FAIR THING FOR MOTHER TO SAY?)

Children: _____

Teacher: (If no) WHY NOT?

Children: _____

Teacher: WHAT WOULD BE A FAIR THING FOR MOTHER TO SAY?

Children: _____

Teacher: (Show RPF #5 - girl on swing. Point to girl on swing,) 'I'M GOING TO KEEP THE SWING ALL AFTERNOON.' IS THAT A FAIR THING FOR LOUISE TO SAY?

Children: _____

Teacher: HOW DOES HER FRIEND FEEL?

Children: _____

Teacher: WHAT IS SOMETHING DIFFERENT LOUISE COULD SAY OR DO THAT WOULD BE FAIR?

Children: _____

Teacher: HOW WOULD HER FRIEND FEEL IF LOUISE (repeat one child's response)?

Children: _____

Teacher: LET'S LOOK AT THE LAST PICTURE. (Show RPF #6 - boys stealing apples.) THESE 3 BOYS WERE STEALING APPLES BUT ONLY JIM GOT CAUGHT. IS IT FAIR FOR MR. BLAKE TO PUNISH JIM?

Children: _____

Teacher: (If no) WHAT WOULD BE FAIR?
(If yes) WHY IS IT FAIR FOR HIM TO PUNISH JIM?

Children: _____

Teacher: HOW DOES MR. BLAKE FEEL?

Children: _____

Teacher: HE MIGHT FEEL (repeat child's response). WHY?

Children: _____

INDUCTIVE REASONING

Teacher: REMEMBER YESTERDAY I GAVE YOU THREE CLUES TO HELP YOU FIGURE OUT SOMETHING teacher's name WAS THINKING OF?

Children: _____

Teacher: WHAT HAT DO WE PUT ON (mimic snuggling into detective hat) TO HELP US SOLVE teacher's name's PROBLEMS? (Help children recall word "detective".)

Children: _____

Teacher: YES, A DETECTIVE CHECKS OUT CLUES TO HELP HIM SOLVE A PROBLEM. I'LL GIVE YOU THREE CLUES. WHAT IS YOUR PLAN TO FIGURE OUT WHAT teacher's name IS THINKING OF?

Children: _____

Teacher: (Present at least three Easy items and then move about list for four more items as is appropriate to each child's performance level. Require child to prove only items at easy and easy/ intermediate levels and in event of error. Ask other child to judge the answer. Record responses on Inductive Reasoning Recording Form from Day 12 under Day 2 dolumn. Indicate date of presentation at top of column.)

MAZES

Teacher: (Show Red Riding Hood maze.) LET'S TRY A TRAIL. WHAT IS ANOTHER WORD FOR TRAIL?

Children: _____

Teacher: I PLANNED A WAY FOR RED RIDING HOOD TO GET TO GRANDMOTHER'S HOUSE THE OTHER DAY WITHOUT GETTING TRAPPED AND WITHOUT STEPPING ON ANY FLOWERS. AND I REMINDED MYSELF NOT TO LIFT MY PENCIL FROM THE PAPER. DO YOU REMEMBER MY PLAN?

Children: _____

Teacher: (If children fail to include planning from beginning or end of maze, ask) IS IT A GOOD IDEA SOMETIMES TO PLAN AHEAD FROM THE END?

Children: _____

Teacher: YOU HELP RED RIDING HOOD. (Give each child a Red Riding Hood maze.)

Since aggressive boys deal impulsively in impersonal, cognitive tasks, we would expect interpersonal problem situations to be even more provocative of tendencies to do the first thing that comes to mind. Shure and Spivack have shown that aggressive children may also be deficient in the ability to think of alternative ways of responding. Thus even if they refrain from reacting impulsively, their repertoire of possible solutions may still limit their ability to respond in a socially appropriate fashion. Previous social lessons have directed attention to the kinds of things people consider in evaluating interpersonal situations (e.g. feelings, fairness, consequences). The following social problems from Shure and Spivack are designed to help the child to expand his repertoire of ways to cope with common interpersonal situations, to consider several possible consequences to each solution, and finally to evaluate the appropriateness of each solution through considering the desirability of its consequences.

As with the impersonal problems, each of the social problems is presented in the "Think Aloud" framework. To emphasize the importance of developing several ideas at each step, several lessons deal only with developing solutions and several deal only with consequences before the two are combined.

We suggest that a set of three or four problems be presented each week in combination with the more difficult cognitive tasks. You may determine which cognitive tasks to include, based on each child's needs. The children are more responsive to the social situations if they are alternately presented at the beginning of the day's lessons and at the latter part of a day.

SOLUTIONS SET

Social #8, #9, #10 and #11 are all part of a Solutions Set. The intent of the Set is to elicit multiple solutions for each social problem. All solutuions that focus on the given problem are accepted without evaluation. Each solution is acknowledged as "an idea". Record each "idea". Social-cue pictures of response categories - ask, tell someone, give, trade, trick, hurt, share, wait - are introduced to stimulate image recall of response repertory.

Only one social problem should be presented per day. The complete dialogue prescribed for Social #8 and #9 should be generalized to problems #10 and #11.

RECOMMENDED SOCIAL SET:

Social Problem #8 - Boy wants girl to let him feed the hamsters.

Social Problem #9 - Girl wants to sit on Mother's lap: baby is sitting there now.

Social Problem #10 - Girl wants to use scissors that boy is using.

Social Problem #11 - Friend flies you an airplane in class, but flying airplanes is against the rules.

or

Boy on the playground calls you a name

or

A problem more responsive to children's common situations.

A minimum of three Solutions problems should be presented to the children.

Social #8 (Use Social Development picture #12 - Helping Pets)

Teacher: WE HAVE A NEW KIND OF PROBLEM TODAY. (Show picture and point to respective children.) THIS BOY WANTS THE GIRL TO LET HIM FEED THE HAMSTERS. WHAT DOES HE WANT HER TO DO?

Children: _____

Teacher: MY PROBLEM IS TO THINK OF SOMETHING HE CAN DO SO HE CAN GET A CHANCE TO FEED THE HAMSTERS. I'LL WRITE DOWN ALL THE THINGS I THINK OF FOR THE BOY TO DO SO HE GETS A CHANCE.

Teacher: YOUR PROBLEM IS TO BE COPY CATS. YOU COPY ALL THE THINGS I THINK OF FOR THE BOY TO DO. WHAT ARE YOU SUPPOSED TO DO?

Children: _____

Teacher: Q. OK. WHAT'S MY PROBLEM?*

A. I AM SUPPOSED TO THINK OF SOMETHING THIS BOY CAN DO SO HE CAN GET A CHANCE TO FEED THE HAMSTERS.*

Teacher: Q. WHAT'S MY PLAN?*

A. I CAN'T THINK OF A GOOD PLAN.* I'LL JUST HAVE TO TRY HARD TO THINK OF LOTS OF DIFFERENT THINGS HE COULD DO.*

Teacher: OK. ONE THING FOR SURE,* HE COULD ASK HER IF HE COULD FEED THEM.* THAT'S ONE IDEA.* (List and number all doing responses.) I NEED TO THINK OF LOTS OF DIFFERENT WAYS THIS BOY CAN GET THE GIRL TO LET HIM FEED THE HAMSTERS.* HE COULD GRAB THE FOOD FROM HER AND FEED THEM. THAT'S ANOTHER THING HE COULD DO.* NOW I HAVE TWO DIFFERENT IDEAS* (show fingers)*. HE COULD ASK HER OR HE COULD GRAB THE FOOD.*

Teacher: LET'S SEE. HE COULD GIVE SOMETHING.* HE COULD GIVE THE GIRL SOME POTATO CHIPS IF SHE WILL LET HIM FEED THE HAMSTERS.* YEAH, BUT MAYBE SHE DOESN'T LIKE POTATO CHIPS.* HOW COULD HE FIND OUT IF SHE LIKES POTATO CHIPS?* HE COULD ASK HER.* IF SHE WOULD NOT LIKE POTATO CHIPS, WHAT IS SOMETHING DIFFERENT HE COULD DO TO GET TO FEED THE HAMSTERS?* HUM, ARE THEY AT SCHOOL?* IF THEY ARE, HE COULD TELL THE TEACHER.* THAT'S ANOTHER IDEA.* NOW I'VE GOT FOUR DIFFERENT THINGS THE BOY COULD DO.* I'M REALLY DOING GOOD.* (Reviewing list of responses, say) HE COULD ASK HER,* OR HE COULD GRAB THE FOOD FROM HER,* OR HE COULD GIVE HER SOMETHING SHE LIKES,* OR HE COULD TELL SOMEBODY - THE TEACHER.*

Teacher: I THOUGHT OF LOTS OF DIFFERENT THINGS HE COULD DO.* THAT MADE ME TIRED. HOW DID YOU DO?

Children: _____

Teacher: YES, YOU WERE VERY GOOD COPY CATS. NOW IT'S YOUR TURN TO THINK

OF LOTS OF DIFFERENT THINGS THE BOY COULD SAY TO GET A CHANCE TO FEED THE HAMSTERS. (Elicit preliminary verbalizations. Then categorize each of children's responses by type - ask, tell, give, trade, trick, hurt, share, wait - and present appropriate social-cue picture. List and number all responses. If children give few responses, you might contribute one or two, but do not show respective cue pictures for your ideas.)

Children: _____

Teacher: THAT'S HARD TO THINK OF LOTS OF DIFFERENT IDEAS. HOW DID WE DO?

Children: _____

Teacher: HOW DOES THAT MAKE YOU FEEL?

Children: _____

Review Social #8, then Social #9.

(Use Social Development picture #12 - Helping Pets, and My Community picture #6 - A Picnic in the Park)

Teacher: (Show Social Development picture #12 - Helping Pets.) YESTERDAY WE DID A NEW KIND OF PROBLEM. (Show picture.) WHAT WAS OUR PROBLEM?

Children: _____

Teacher: YES WE WORKED HARD TO THINK OF LOTS OF DIFFERENT THINGS THIS BOY COULD DO OR SAY SO HE WOULD GET A CHANCE TO FEED THE HAMSTERS. WHAT IS ONE THING THE BOY COULD DO?

Children: _____

Teacher: (Repeat children's answer and show appropriate social-cue picture.) THAT'S ONE THING HE COULD DO: HE COULD (categorize response.) WHAT IS SOMETHING DIFFERENT THE BOY COULD DO OR SAY? (Continue thus until children recall or give new ideas up to five responses. Show social-cue picture for each response category.)

Children: _____

Teacher: THESE PICTURES CAN HELP US MAKE A PLAN. TO GET SOMETHING WE WANT, WHAT CAN WE PLAN TO DO OR SAY? (Point to pictures to elicit response categories.)

Teacher: (Show My Community picture #6 - A Picnic in the Park. Put away social-cue pictures.)

Teacher: HERE'S A NEW PROBLEM teacher's name SENT FOR YOU. THIS GIRL WANTS TO SIT ON HER MOTHER'S LAP. WHAT DOES THIS GIRL WANT TO DO?

Children: _____

Teacher: BUT WHAT'S THE PROBLEM? (WHY CAN'T SHE SIT ON HER MOTHER'S LAP?)

Children: _____

Teacher: WHAT PLAN WILL HELP YOU THINK OF LOTS OF DIFFERENT THINGS THE GIRL COULD DO OR SAY TO GET WHAT SHE WANTS?

Children: _____

Teacher: WHAT'S ONE IDEA?

Children: _____

Teacher: THAT'S ONE THING SHE COULD DO. (List and number all responses.) SHE COULD (categorize response by class - ask, tell, give, hurt, or trick. For any new response category, present appropriate social-cue picture.)

Teacher: Teacher's name WANTS YOU TO THINK OF LOTS OF DIFFERENT IDEAS. THE GIRL COULD (repeat children's first response), OR .....

Children: _____

Teacher: THAT'S ANOTHER IDEA. (Continue as above, contributing your own response when children are limited.)

(Note: If children begin to enumerate, i.e. giving something - "give him candy","give him ice-cream", "give him potato chips" say GIVING ICE-CREAM AND CANDY AND POTATO CHIPS ARE ALL GIVING SOMETHING. WHAT'S AN IDEAL THAT IS DIFFERENT FROM GIVING SOMETHING?

Proceed as above for enumeration of telling someone - "tell his mother", "tell his father".)

Teacher: (At end of task,) HOW DID YOU DO?

Children: _____

Teacher: DID YOU TRY HARD TO THINK OF LOTS OF DIFFERENT IDEAS?

Children: _____

Teacher: HOW DOES THAT MAKE YOU FEEL?

Children: _____

Social #10

(Use Safety picture #10 - Handling Sharp Objects)

Teacher: (Show Safety picture #10) THERE IS A PROBLEM IN THIS PICTURE. THIS GIRL WANTS TO USE THOSE SCISSORS BUT THE BOY WON'T LET HER. WHAT IS THE PROBLEM IN THIS PICTURE?

Children: _____

Teacher: WE NEED TO THINK OF ALL THE DIFFERENT THINGS THIS GIRL COULD SAY OR DO SO SHE WILL GET A CHANCE TO USE THE SCISSORS. WHAT ARE WE SUPPOSED TO DO?

Children: _____

Teacher: WHAT'S OUR PLAN FOR TRYING TO GET SOMETHING WE WANT?

Children: _____

Teacher: (Try to elicit a few basic categories. OUR PLAN IS TO ASK, GIVE SOMETHING, TRICK HIM, HURT HIM, OR TELL SOMEONE, etc.) WHAT'S ONE THING THE GIRL COULD DO TO GET A CHANCE TO USE THE SCISSORS?

Children: _____

Teacher: THAT'S ONE IDEA. SHE COULD (repeat children's response). (List and number all responses.) WHAT'S SOMETHING DIFFERENT SHE COULD DO OR SAY TO GET TO USE THE SCISSORS?

Children: _____

Teacher: NOW WE HAVE TWO IDEAS. SHE COULD _____ OR SHE COULD _____. LET'S THINK OF LOTS OF DIFFERENT THINGS THE GIRL COULD SAY OR DO SO SHE CAN USE THE SCISSORS. (Continue as on Social #8 and #9.)

Teacher: (When children give all solutions available to them, point to cue-picture #4 to elicit self-evaluation question.)

Children: _____

Social #11 - Friend flies you an airplane in class, but flying airplanes is against the rules.

Teacher: TODAY teacher's name GAVE US A NEW PROBLEM. LET'S PRETEND A FRIEND FLIES YOU A PAPER AIRPLANE IN CLASS, BUT FLYING AIRPLANES IS AGAINST THE RULES. WHAT IS THE PROBLEM?

Children: _____

Teacher: WE ARE SUPPOSED TO THINK OF LOTS OF DIFFERENT THINGS YOU COULD DO OR SAY IF YOUR FRIEND FLIES YOU AN AIRPLANE IN CLASS. WHAT'S YOUR PLAN?

Children: _____

Teacher: WHAT'S ONE IDEA?

Children: _____

Teacher: (Continue with social questioning as on previous lessons. When children give all solutions available to them, point to cue picture #4 to elicit self-evaluation question.)

Children: _____

Teacher: LOOK AT ALL THE DIFFERENT IDEAS YOU THOUGHT OF THAT YOU COULD DO OR SAY.

CONSEQUENCES SET

Social #12, #13, #14, and # 15 are all part of a Consequences Set. The intent of this Set is to extend the Solutions Set to include prediction of possible consequences to proposed solutions to a problem.

A re-exploration of people's feelings precedes the first consequence problem. Then the children are again asked for multiple solutions to a given problem. At the teacher's discretion, a child is asked to name consequences to a solution he offered. It is recommended that the teacher not seek consequences for more than two solutions per social problem. Record each solution and consequence.

The complete dialogue prescribed for Social #12 should be generalized to problems #13, #14, and #15.

RECOMMENDED CONSEQUENCES SET:

Social Problem #12 - Mickey wants to play with Lucy and child, so he pushes Lucy.

Social Problem #13 - Boy wants Sister/Brother to look at his toy truck, but she/he is watching television.

Social Problem #14 - Boy wants baby to stop crying.

Social Problem #15 - Your friend chases you in the hall, but running in the halls is against the rules.

A minimum of three Consequences problems should be presented to the children.

Social #12 Re-exploration of feelings and emotions. (Use snapshots of child: 1) pulling chair out from another student, 2) cutting in lunch line, 3) grabbing toy from another student, 4) sharing candy with three of four children.)

Teacher: (Show child pulling chair out from another student. Point to fallen child.) HOW DOES THIS CHILD FEEL?

Children: _____

Teacher: SHE MIGHT FEEL (repeat children's response). HOW CAN YOU TELL?

Children: _____

Teacher: YES, (repeat children's response). CAN WE HEAR HER?

Children: _____

Teacher: NO WE CAN'T HEAR HER. WHAT HELPS US KNOW SHE IS MAD/SAD? (Point to eyes if necessary.)

Children: _____

Teacher: YES, WE CAN SEE HER WITH OUR EYES. (Place picture on table. Show child cutting in line. Point to child behind cutting child.) HOW DOES THIS CHILD FEEL?

Children: _____

Teacher: HE MIGHT FEEL _____. HOW CAN YOU TELL?

Children: _____

Teacher: DOES HE FEEL THE SAME OR DIFFERENT THAN THIS CHILD FEELS? (Point to fallen child in previous picture.)

Children: _____

Teacher: (Place cutting picture on table and present child grabbing toy. Point to child who lost toy.) HOW DOES HE FEEL?

Children: _____

Teacher: HE MIGHT FEEL MAD/SAD. (Point to attacker.) HOW DOES HE FEEL SINCE HE MADE HIS FRIEND FEEL MAD/SAD?

Children: _____

Teacher: HOW CAN YOU TELL?

Children: _____

Teacher: (Place grabbing picture on table and present sharing picture. Point to one child who receives candy.) HOW DOES SHE FEEL?

Children: _____

Teacher: HOW CAN YOU TELL?

Children: _____

Teacher: (Point to child who was left out.) HOW DOES THIS CHILD FEEL?

Children: _____

Teacher: SHE MIGHT FEEL _____. HOW CAN YOU TELL?

Children: _____

Teacher: (Point to giver of candy.) HOW DOES SHE FEEL?

Children: _____

Teacher: SHE MIGHT FEEL _____. WHY MIGHT SHE FEEL _____?

Children: _____

Teacher: (Place picture on table. Point to attacker in first picture and giver in last picture.) DO THESE TWO CHILDREN FEEL THE SAME WAY OR NOT THE SAME WAY?

Children: _____

Teacher: (Pursue children's response with,) HOW DO THEY FEEL? and WHY DO THEY FEEL THAT WAY?

Children: _____

Teacher: (Present a face puppet to each child. 2nd child, Mickey, is given a pretend truck. Keep one face puppet--Lucy.) LET'S PRETEND ANDY/ANDREA AND LUCY ARE PLAYING TOGETHER. MICKEY SEES US AND WANTS US TO LET HIM PLAY WITH US. MICKEY, WHAT DO YOU WANT?

Mickey: _____

Teacher: SO LET'S PRETEND MICKEY PUSHES LUCY. THAT'S ONE THING MICKEY CAN DO. THAT'S HURTING LUCY. (Show respective social-cue picture.) I'M GOING TO WRITE THAT OVER HERE. (Write it on the left side of the middle line on back of Daily Evaluation form.)

Teacher: NOW LISTEN CAREFULLY. OUR PROBLEM IS TO THINK OF WHAT MIGHT HAPPEN NEXT IF MICKEY PUSHES LUCY.

Teacher: WHAT IS OUR PROBLEM?

Children: _____

Teacher: Q. WHAT'S OUR PLAN?

A. I KNOW A PLAN FOR THIS PROBLEM. WE CAN THINK OF WHAT LUCY MIGHT DO NEXT. THEN WE CAN THINK OF ALL THE THINGS LUCY MIGHT SAY AFTER MICKEY PUSHES HER.

Teacher: OK. WHAT'S ONE THING THAT MIGHT HAPPEN NEXT IF MICKEY PUSHES LUCY?

Children: _____

Teacher: (Record each consequence response to the right of line on paper.)

SOLUTIONS	CONSEQUENCES
Mickey pushes Lucy.	(Children's consequence.)
	Lucy might cry.

Teacher: OR IF MICKEY PUSHES HER, LUCY MIGHT CRY. (Record second consequence to right of line and draw arrows from solution to consequences while repeating,) IF MICKEY PUSHES LUCY (repeat children's consequence) OR SHE MIGHT CRY. WE'RE USING OUR PLAN. WE THOUGHT OF WHAT SHE MIGHT DO. OK WHAT COULD SHE SAY?

Children: _____

Teacher: (Record third consequence response to right of line and draw arrow from solution.) OR SHE COULD SAY "IF WE CAN USE YOUR TRUCK YOU CAN PLAY WITH US." (Record fourth response with arrow from solution.)

SOLUTIONS	CONSEQUENCES
Mickey pushes Lucy.	(Children's consequence.)
	Lucy might cry.
	(Children's consequence.)
	"If we can use your truck, you can play with us."

Teacher: GOOD. WE THOUGHT OF FOUR THINGS THAT LUCY MIGHT DO OR SAY NEXT IF MICKEY PUSHES HER.

Teacher: (To "Andy/Andrea",) WHAT DOES MICKEY WANT?

Andy: _____

Teacher: IS IT A GOOD IDEA OR NOT A GOOD IDEA FOR MICKEY TO PUSH LUCY?

Children: _____

Teacher: WHY IS IT A GOOD IDEA/NOT A GOOD IDEA?

Children: _____

Teacher: MICKEY COULD PUSH LUCY. (To "Mickey",) WHAT'S SOMETHING DIFFERENT YOU COULD DO SO YOU COULD PLAY WITH ANDY/ANDREA AND LUCY?

Mickey: _____

Teacher: YOU MIGHT (repeat child's response). (Show respective social-cue picture. Record solution response to left of line.) (To "Andy/Andrea",) WHAT MIGHT HAPPEN NEXT IF MICKEY_____?

Andy: _____

Teacher: THAT'S ONE THING THAT MIGHT HAPPEN NEXT. (Record each consequence response to right with arrow.) OR WHAT ELSE MIGHT HAPPEN NEXT IF _____?

Children: _____

Teacher: IF (repeat children's solution), (repeat consequence one) OR (repeat consequence two). IS IT A GOOD IDEA OR NOT A GOOD IDEA (repeat children's solution)?

Children: _____

Teacher: (To "Andy/Andrea",) HOW MIGHT MICKEY FEEL IF (repeat one of his consequences)?

Andy: _____

Teacher: (To "Andy",) HOW MIGHT YOU FEEL IF YOU MAKE MICKEY FEEL GOOD/BAD?

Andy: _____

Teacher: HOW MIGHT MICKEY FEEL IF (repeat a different consequence)?

Children: _____

Teacher: HOW MIGHT LUCY FEEL IF SHE MAKES MICKEY FEEL SAD/MAD?

Children: _____

SOCIAL #13 (Use two finger puppets, Freddie & Allen/Alice with a picture of t.v. and a drawing.)

Teacher: (To Child 2,) YOU BE FREDDIE'S BROTHER ALLEN/SISTER ALICE. YOU'RE WATCHING T.V. BUT FREDDIE WANTS YOU TO LOOK AT HIS DRAWING. (To Child 1,) WHAT IS FREDDIE'S PROBLEM?

Freddie: _____

Teacher: YES. YOU WANT ALLEN/ALICE TO LOOK AT YOUR DRAWING. (To Freddie,) WHAT'S ONE THING YOU COULD DO OR SAY TO GET ALLEN/ALICE TO LOOK AT YOUR DRAWING?

Freddie: _____

Teacher: (Continue eliciting solutions until one is conducive to generating consequences. After listing consequences, ask children if that solution was a good idea or not a good idea. List consequences for at least 2 solutions and ask for evaluation of each of these solutions.)

SOLUTIONS-CONSEQUENCES PAIRING SET

Social Problems #16, #17, #18 and #19 are part of a Solutions-Consequences Pairing Set. The intent of the Set is to guide the children to think successively of a solution, then its consequence.

The pairing of each solution with one consequence proceeds through each social problem with the children responsible for independently weighing alternatives.

The complete dialogue prescribed for Social #16 should be generalized to problems #17, #18 and #19.

RECOMMENDED SOLUTIONS-CONSEQUENCES PAIRING SET

Social Problem #16 - In gym you get the old bean bag for the bean bag toss.

Social Problem #17 - Boy tries to cut in line in front of you at the drinking fountain.

Social Problem #18 - Girl grabs your friend's paper; he tells you to get it back.

Social Problem #19 - Friend is talking when teacher gives directions for math paper.

OR

- Teacher asks a student to pass out workbooks, but he doesn't do it when she asks.

A minimum of three Solutions-Consequences problems should be presented to the child.

UNSCHEDULED MATERIALS

These materials can be used to best advantage in individual presentations. After the first ten days of training, if one child is absent the other child could be introduced to any of the following materials. On other days while one child works independently from the Trails or Detective folders, the teacher can present any of these tasks to the other child. In fact, a setting where one child is working closely with the teacher often provides the conditions for using The Cooperation Dialogue.

For Mazes, Stencils, and Raven tasks present to each child only those items of appropriate difficulty on which he can effectively use his Think Aloud strategies. Accuracy is secondary to his choice and use of an appropriate solution method.

THINK ALOUD MAZES - First day presentation

(Only colored pencils without erasers should be available to the children.)

Teacher: WE HAVE WORKED ON TRAILS WHEN WE CONNECTED NUMBERS AND WHEN WE LOOKED AT PICTURES. (Show examples of previously completed mazes as from Day 10 lesson.) TODAY WE HAVE A NEW TRAIL PROBLEM. (Show TA Maze 1.) I NEED TO GET THIS MOUSE TO THE CHEESE DOWN HERE (point to exit) WITHOUT LIFTING MY PENCIL FROM THE PAPER.

Teacher: Q. WHAT'S MY PLAN?

A. WHEN I DO A TRAIL, THE PLAN THAT WORKS IS TO PLAN AHEAD WITH MY EYES AND MY FINGER. ON THIS TRAIL I'LL LOOK FOR OPEN DOORS. I CAN'T GO THROUGH ANY WALLS, AND I CAN'T LIFT MY PENCIL FROM THE PAPER.

Teacher: OK. (Hold pencil beside paper,) (1) BOTH OF THESE DOORS ARE OPEN, BUT I'D GET STUCK IF I WENT THIS WAY (trace with finger to dead end). (Pencil in correct path to (2) .) NOW WHICH WAY? (Finger trace north through first passageway.) NO THIS WAY IS BLOCKED. (Pencil in correct path to (3) .) LEFT IS A DEAD END, SO I HAVE TO GO THIS WAY. (Pencil in correct path to (4) .) UM. (Lift pencil while cogitating.) OOPS. I'M GOOD AT PLANNING AHEAD, BUT I FORGOT TO REMIND MYSELF TO KEEP MY PENCIL ON THE PAPER. OK. I SEE HOW TO GET OUT. (Pencil to (5) .) LET ME MAKE SURE. (Finger trace options.) YEP. THIS HALL ISN'T BLOCKED.

Teacher: Q. HOW DID I DO?

A. I WAS GOOD AT PLANNING AHEAD WITH MY EYES AND FINGER BUT I'VE GOT TO QUIETLY REMIND MYSELF TO KEEP MY PENCIL ON THE PAPER.

Teacher: (Give each child TA Maze 2.) YOU TRY THIS ONE. YOU ARE TO START HERE (point to GO) AND GET OUT HERE (point to exit). (Withhold colored pencils so children do preliminary verbalizing.)

Children: _____

Teacher: (As time permits, allow children to try up to two TA Mazes at their own level. Children need not work on the same maze simultaneously.)

Children: _____

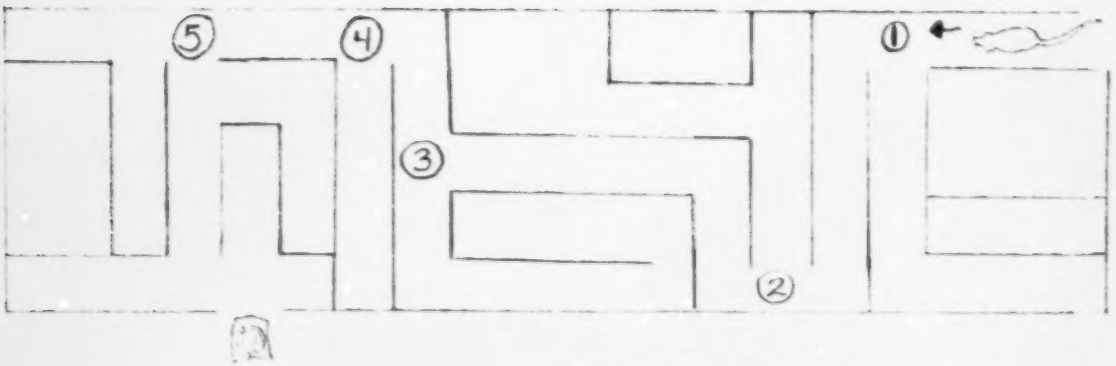
THINK ALOUD MAZES - Further presentations

Teacher: (Model TA Maze 5 in same manner as you presented Maze 1. Then allow children to do 6 alone. Be sure children begin to recognize where they fail to plan ahead. Do not present more than 3 mazes on any one day.)

Teacher: (When you feel you have reached a difficult level for a child, do the maze. Be a frustrated model and ask for children's help in planning ahead. Model short-distance-planning so children do not lose sight of what their planning showed them. Dramatize stopping outside maze "door ways" before turning down a "hall". On more difficult mazes, ask if planning from the end might help on hard problems.)

(Note: TA Mazes which you model and those that children do not perform perfectly on should be reintroduced as appropriate.)

TA MAZE 1



In modeling procedure, stop at each numbered doorway to consider options.

RAVEN MATRICES - First day presentation

(Note: Before beginning Raven Matrices, instruct child in the use of Answer Sheet so that he can record his own responses on his Answer Sheet.)

Teacher: (Open Raven Book to A_1.) SEE THIS PICTURE (pointing to large upper figure). IT HAD A PIECE CUT OUT OUT OF IT. (Pointing to 6 choices,) ALL OF THESE PIECES ARE THE RIGHT SHAPE, BUT ONLY ONE PIECE HAS THE RIGHT DESIGN. I HAVE TO FIND THE PIECE THAT WAS CUT OUT. (Cover lower 6 choices with paper.)

Teacher: Q. WHAT IS MY PROBLEM?

A. I HAVE TO FIND THE PIECE THAT WAS CUT OUT OF HERE (pointing to blank).

Q. WHAT'S MY PLAN?

A. FIRST I'LL DECIDE JUST WHAT THE MISSING PIECE SHOULD LOOK LIKE. (To child,) WHAT SHOULD I DO FIRST?

Child: _____

Teacher: A. THEN I'LL LOOK AT ALL 6 PICTURES TO FIND THE ONE THAT WILL LOOK JUST RIGHT. (To child,) WHAT'S THE SECOND PART OF MY PLAN?

Child: _____

Teacher: (With 6 choices still covered.) OK. THE MISSING PIECE WILL BE MOSTLY GREEN BUT IT WILL HAVE SOME DASHES GOING THROUGH IT. SOME DASHES GO ACROSS LIKE THIS (indicate with finger) AND SOME GO UP AND DOWN. NOW I KNOW WHAT THE MISSING PIECE SHOULD LOOK LIKE. OH NO, I FORGET THE NEXT PART OF MY PLAN? (To child,) WILL YOU HELP ME? WHAT SHOULD I DO NEXT?

Child: _____

Teacher: (Uncover top row of choices.) THAT'S IT, I NEED TO LOOK AT ALL THE PICTURES TO FIND THE ONE THAT LOOKS JUST RIGHT. (Looking at #1) THIS ISN'T THE SAME - THE BLACK LINES ARE TOO FAT. (#2) THIS ONE DOESN'T HAVE ANY BLACK LINES - SO THAT CAN'T BE IT. (#3) NOPE, THIS IS ALL WRONG - IT DOESN'T EVEN HAVE ANY GREEN. (Uncover bottom row of choices.) (#4) THIS PIECE IS GREEN WITH BLACK DASHES. I THINK THIS IS IT. I'LL HOLD MY FINGER ON IT WHILE I CHECK OUT THE OTHER PIECES. I'M DOING REAL WELL; I'M LOOKING AT ALL THE PICTURES. (#5) NOPE, THIS HAS A BIG FAT X. (#6) THIS LOOK RIGHT. IT'S GREEN AND HAS THE LINES GOING ACROSS AND UP AND DOWN. (With fingers pretend to place #6 in large figure.) BUT IF I PUT THIS ONE IN, THERE'S STILL SOME MISSING. SO #4 MUST BE IT. LET ME CHECK. (With fingers pretend to place #4 in large figure.) YET, THAT LOOKS JUST RIGHT.

Teacher: Q. HOW DID I DO?

A. I FIGURED OUT A GOOD PLAN. FIRST I DECIDED WHAT THE MISSING PIECE LOOKS LIKE. (To child,) THEN WHAT DID I DO?

Child: _____

Teacher: YES, THEN I LOOKED AT ALL SIX PICTURES. YOU ARE VERY GOOD AT DOING PUZZLES. THIS IS LIKE A PUZZLE. SEE IF THE PLAN WORKS FOR YOU. (Show child A_4.) WHAT IS YOUR PROBLEM?

Child: _____

Teacher: WHAT IS THE FIRST PART OF YOUR PLAN? (Cover the 6 choices.)

Child: _____

Teacher: (Encourage child to go ahead and decide what the missing piece looks like if he doesn't do so spontaneously. Then ask,) WHAT IS THE SECOND PART OF YOUR PLAN? WHAT SHOULD YOU DO NEXT?

Child: _____

Teacher: (At end of task, point to cue picture #4 if your look isn't enough to provoke self evaluation. Turn to A_5.) OK. YOU TELL ME HOW TO DO THIS ONE. (To child,) WHAT AM I SUPPOSED TO DO?

Child: _____

Teacher: (Have child give plan directions but you do the thinking out loud.)

Teacher: (Upon completion of A_5, have child do A6 independently.)

RAVEN MATRICES - Second day presentation

Teacher: (Show A_6.) DO YOU REMEMBER WHAT THIS PROBLEM WAS?

Child: _____

Teacher: WHAT WAS YOUR PLAN TO HELP YOU SOLVE THE PROBLEM?

Child: _____

Teacher: (Turn to A_7, covering 6 choices for him.) TRY THIS ONE. SEE IF YOUR PLAN STILL WORKS.

Child: _____

Teacher: (If child is correct with #6, say) I DON'T SEE WHY IT ISN'T #4. I THINK IT IS. (See if child can prove why his answer is correct.)

Child: _____

Teacher: (Turn to A_8, without covering 6 choices. If child omits first step of determining what the missing piece looks like, ask) AREN'T YOU FORGETTING PART OF YOUR PLAN?

Child: _____

Teacher: (If child errs, say) I DON'T THINK THAT ONE LOOKS JUST RIGHT. (Explain why. See if child can find correct choice.)

Child: _____

Teacher: WOULD YOU LIKE TO DO ONE MORE BY YOURSELF OR WOULD YOU LIKE TO TELL ME WHAT TO DO? (Turn to A_9.)

Child: _____

Teacher: (Do A_9 according to child's choice.)

RAVEN MATRICES - Further presentations

(Note: Finish section A as you see fit. A_{11} and A_{12} are particularly hard for children. Perhaps if you care to attempt them it would be best to work it out with the child....as team work.)

Section A_B

Teacher: (A_B 1 - Pointing from left to right across top then across bottom to each of three patterns and space to be filled, while covering choices.) YOU SEE HOW THIS ONE GOES - THIS AND THIS, THIS - AND WHAT WILL THIS PIECE LOOK LIKE?

Teacher: IT WILL LOOK JUST LIKE THE ONE NEXT TO IT. IT WILL BE YELLOW WITH 2 YELLOW STRIPES ACROSS AND 2 YELLOW STRIPES UP AND DOWN.

Teacher: GOOD. I'M USING MY PLAN. I KNOW WHAT THE PIECE WILL LOOK LIKE. LET ME SEE WHICH PIECE IT IS. (Uncover choices.) (#1) NOPE, THIS ONE HAS TOO MANY STRIPES GOING UP AND DOWN. (#2) THIS LOOKS A LITTLE LIKE IT BUT IT DOESN'T HAVE 2 STRIPES ACROSS. (#3) NOPE - NO UP AND DOWN STRIPES. (#4) OK. THIS ONE IS YELLOW WITH JUST THE SAME STRIPES. I'LL HOLD MY FINGER ON THIS WHILE I LOOK AT THE LAST PICTURES. (#5) NOPE, TOO MUCH ORANGE. (#6) NO WAY, THIS ORANGE IS A DIAMOND, NOT STRIPES. OK. I GOT IT. #4 I'LL WRITE MY ANSWER BY 1 IN THIS COLUMN.

Teacher: Q. HOW DID I DO?

A. I REMEMBERED MY PLAN. FIRST I FIGURED OUT WHAT THE PICTURE WOULD LOOK LIKE AND I LOOKED AT ALL MY CHOICES.

Teacher: (Turn to A_B 2) YOU TRY THIS ONE. WHERE WILL YOU MARK YOUR ANSWER?

Child: _____

Teacher: (Cover choices.)

Child: _____

Teacher: (Turn to A_B 3 but don't cover choices. See if child remembers both parts of plan.)

Child: _____

Teacher: (Turn to A_B 4 and cover choices.) OH BOY, THIS ONE LOOKS HARD. LET'S SEE IF WE CAN HELP EACH OTHER. (Point to each piece left to right, across top and across bottom.) THIS AND THIS, THIS AND - WHAT WILL THIS PIECE LOOK LIKE? (Pause so child can contribute if he is able.)

Child: _____

Teacher: LET'S PRETEND WE SQUISH ALL THESE PIECES TOGETHER SO THEY MAKE ONE PICTURE. OK. WHAT DESIGN WILL THE BLACK LINES MAKE?

Child: _____

Teacher: OK. WELL WHAT DOES THE MISSING PIECE LOOK LIKE? THAT'S THE FIRST PART OF OUR PLAN.

Child: _____

Teacher: WE KNOW WHAT THE MISSING PIECE LOOKS LIKE. NOW WHAT DO WE DO NEXT?

Child: _____

Teacher: I'LL CHECK THE FIRST PICTURE. (Reveal #1.) YEAH, THIS ONE LOOKS RIGHT. LET ME CHECK. (Pretend to pick up piece and place it in space.) WHAT DO YOU THINK? WILL THAT PIECE FINISH THE PICTURE?

Child: _____

Teacher: (Continue as appropriate to child's choice.) YOU CHECK THE NEXT PICTURE. (Proceed alternately through picture choices.)

Child: _____

Teacher: (Cue for self-evaluation and answer if child doesn't offer.)

Child: _____

Teacher: (Allow child to try A_B 5 and 6 independently. Help only with verbalizations, not with solution. Accept child's responses.)

Suggestions: Model #9. Choose an incorrect response on #10 or #11 if child correctly responds so that he must defend his answer. Attempt #12 together if you believe it appropriate: #12 is extremely difficult.

(Note: Child should be able to attempt items in Section B with little prompting. Proceed as far as you see fit but accept whatever answers child offers.)

CHILDREN'S PROGRESSIVE MATRICES

Answer Sheet

NAME _____ Date _____

A	Ab	B
*1	*1	1
2	2	2
3	3	3
4	*4	4
*5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
Total _____	Total _____	Total _____

Total _____

Notes:

*Modeled

STENCIL DESIGN - First day presentation

Teacher: (Begin laying out 18 colored stencils.) Teacher's name GAVE US A NEW PROBLEM. YOU ARE VERY GOOD AT PUZZLES AND THIS PROBLEM IS A LOT LIKE A PUZZLE. WE NEED TO MAKE DESIGNS BY COMBINING JUST THE RIGHT CARDS FROM HERE. LET ME SHOW YOU HOW IT WORKS. YOU BE COPY CATS SO YOU LEARN A PLAN FOR SOLVING THIS PROBLEM.

Teacher: (Showing design card #3.)

Q. WHAT IS MY PROBLEM?*

A. I HAVE TO PUT THE CARDS TOGETHER THAT WILL MAKE A DESIGN THAT LOOKS JUST LIKE THIS.*

Q. WHAT'S MY PLAN?*

A. I'LL LOOK AT COLOR AND SHAPE.* FIRST I'LL PICK ALL THE CARDS OF THE COLORS I NEED.* LET ME SEE. (Pointing to respective colors on design card.) I NEED BLACK AND WHITE.* (Begin gathering all black solid and stencil cards and then white ones, stockpiling them in front of you. Use both hands to gather cards.) I'VE GOT THE RIGHT COLORS.*

Teacher: Q. AM I USING MY PLAN?

A. YES. I LOOKED AT THE COLOR.* NOW I'M LOOKING AT THE SHAPES.* (Sort through white cards.) I DON'T NEED A CIRCLE SHAPE.* I CAN PUT THIS CARD BACK.* (Replace card in any position among the unused stencil cards.) I DON'T NEED A DIAMOND SHAPE EITHER.* (Replace it among unused stencil cards.) A WHITE SQUARE?* NOPE. (Replace it.) I GUESS THIS PLAIN WHITE ONE IS THE ONE I NEED.* IT'S THE ONLY ONE LEFT.* (Sort through black stencil cards. Place solid black card on top of selected white card.) IF I USED THIS BLACK CARD, YOU COULDN'T SEE ANY WHITE.* (Replace black card.) I THINK I NEED THIS BLACK SQUARE.* IT LOOKS LIKE THE EDGE OF THE DESIGN.* (Place on top of solid white card.) THIS IS KIND OF FUN.* I'M LOOKING AT ALL THE CARDS.* (Take correct black stencil.) YEAH, THIS ONE HAS AN X IN THE MIDDLE.* (Place on top of black square/solid white sequence.) YEAH, I DID WHAT I WAS SUPPOSED TO.* I MADE THIS DESIGN.* (Comparing two designs,) NO, MY TRIANGLES ARE BLACK, BUT THESE ARE WHITE.* OH NO, I MADE A MISTAKE.* I BETTER TRY SOMETHING DIFFERENT.* (Try last black stencil,) NO THIS HAS A PLUS SIGN.* THAT'S NOT RIGHT.* (Replace it among other unused stencils.) WHAT AM I DOING WRONG?* (Remove black square.) OH NOW I GOT IT.* I ONLY NEEDED TWO CARDS.*

Teacher: Q. HOW DID I DO?*

A. MY PLAN WORKED.* I GOT ALL THE BLACK AND WHITE CARDS TOGETHER.*

*Indicates statement children should copy.

THEN I PICKED THE SHAPES I NEEDED.* I WORKED HARD.* I PUT TWO TOGETHER JUST RIGHT SO THEY MADE THIS DESIGN.* Teacher's name WILL BE HAPPY.*

Teacher: (Replace all cards from your problem and present Sample Design to one child and #2 to other child.) YOUR TURN. YOU PUT THE CARDS TOGETHER THAT WILL MAKE A DESIGN JUST LIKE THIS. (Prompt for questions #1 and #2. Remind children of plan to look at colors and shapes, if necessary.)

Children: _____

Teacher: (If time, allow each child to do 2 stencils by himself while thinking out loud. Record results on Stencil Design Recording Form.)

STENCIL DESIGN - Second day presentation

Teacher: (Laying out stencil cards.) REMEMBER THIS PUZZLE PROBLEM AND YOUR PLAN?

Children: _____

Teacher: (Show 2A Stencil Design to one child.) PUT THE CARDS TOGETHER THAT WILL MAKE A DESIGN THAT LOOKS JUST LIKE THIS. (Prompt for verbalizations.)

Child: _____

Teacher: (To other child,) YOU BE THE JUDGE. SEE IF HE USES HIS PLAN.

Child: _____

Teacher: (Show 2B Stencil Design to 2nd child.) YOU TRY THIS ONE.

Child: _____

Teacher: NOW IT'S MY TURN. (Show design card #4.)

Q. WHAT IS MY PROBLEM?

A. I HAVE TO FIND THE CARDS THAT WILL GO TOGETHER TO MAKE A DESIGN THAT LOOKS LIKE THIS.

Teacher: Q. WHAT'S MY PLAN?

A. I'LL GET ALL THE WHITES, BLUES, AND REDS. (Stockpile cards in front of you.) NOW WHAT SHAPES DO I NEED?

Teacher: LET ME THINK. I'M FIGURING OUT A NEW PLAN FOR THIS HARDER PROBLEM. (To children,) WHAT COLOR IS IN THE MIDDLE OF THIS DESIGN? (Hold finger in middle.)

Children: _____

Teacher: YES, IT IS WHITE. SO A WHITE CARD WILL BE ON THE BOTTOM. (Sorting through white cards.) NONE OF THESE HAVE ANY COLOR IN THE MIDDLE. I NEED WHITE RIGHT IN THE MIDDLE. I GUESS I NEED THIS CARD ON THE BOTTOM. (Select solid white card and replace others among unused stencils.) (To children,) IS THE COLOR IN THE MIDDLE GOING TO BE THE TOP CARD OR THE BOTTOM CARD?

Children: _____

Teacher: YES. IT IS THE BOTTOM CARD. AND THE NEXT COLOR ON THE DESIGN WILL BE THE NEXT CARD. (To children,) WHAT IS THE NEXT COLOR IN THE DESIGN?

Children: _____

Teacher: OK, I HAVE TWO BLUE CARDS TO CHOOSE FROM. (Select solid blue and place on top of selected white card.) IF I PUT THIS CARD ON TOP, I CAN'T SEE THE WHITE. THIS CAN'T BE IT. (Replace solid blue and try correct blue stencil on top of selected white.) YES. THAT'S RIGHT. THIS BLUE CARD MAKES A WHITE X LIKE ON THE DESIGN. (To children,) NOW WHAT'S THE NEXT COLOR I NEED?

Children: _____

Teacher: YES. I'M REMEMBERING MY NEW PLAN. THE COLOR IN THE MIDDLE IS THE BOTTOM CARD. NOW RED IS ON THE OUTSIDE OF THE DESIGN (point to edge of card). (To children,) WILL RED BE THE TOP OR BOTTOM CARD?

Children: _____

Teacher: YES, THE COLOR ON THE OUTSIDE WILL BE THE TOP CARD. WHICH CARD WILL THE OUTSIDE COLOR BE?

Children: _____

Teacher: WHICH CARD WILL THE MIDDLE COLOR BE? (Point to white.)

Children: _____

Teacher: OK. A RED CARD WILL BE ON TOP. (Trying solid red card.) THIS CAN'T BE IT. THE BLUE AND WHITE WOULDN'T SHOW. (Looking at other non-correct red stencil but without trying it.) THIS SURE IS NOT THE RIGHT SHAPE. I DON'T NEED A PLUS FOR THIS DESIGN. (Picking up octagonal red stencil.) THIS HAS TO BE IT. IT IS JUST THE RIGHT SHAPE.

Teacher: Q. HOW DID I DO?

A. I THOUGHT OF A REALLY GOOD PLAN FOR THESE HARD PROBLEMS. I GOT THE COLORS I NEEDED. THEN I LOOKED AT THE SHAPES. THEN I FIGURED OUT THE MIDDLE COLOR IS THE BOTTOM CARD AND (looking at child) WHICH CARD IS THE OUTSIDE COLOR?

Children: _____

Teacher: YES. SO WE'VE GOT TWO REALLY GOOD PLANS FOR DOING THESE PROBLEMS. NOW YOU TRY ONE. (Give each child 3-card design, #5 and #3A.) I WONDER IF YOU CAN REMEMBER MY NEW PLAN.

Children: _____

Teacher: (After children gather all colors of cards they need, ask) NOW WHAT IS THE PLAN THAT WILL HELP YOU KNOW WHICH COLOR GOES ON THE BOTTOM?

Children: _____

Teacher: WHICH COLOR SHOULD YOU LOOK FOR FIRST?

Children: _____

Teacher: (After children have completed task,) WHICH CARD WILL THE OUTSIDE COLOR BE?

Children: _____

Teacher: HOW DID WE DO ON THESE PROBLEMS?

Children: _____

Teacher: HOW DOES THAT MAKE YOU FEEL?

Children: _____

STENCIL DESIGN - Third day presentation

Teacher: WE FIGURED OUT TWO PLANS FOR SOLVING THESE PROBLEMS. WHICH PLAN CAN YOU REMEMBER, _____?

Child: _____

Teacher: (To other child,) CAN YOU REMEMBER THE OTHER PLAN?

Child: _____

Teacher: (Show design #8.) LET'S MAKE THIS DESIGN TOGETHER. WHAT ARE WE SUPPOSED TO DO?

Children: _____

Teacher: (Begin gathering white, blue, and red cards. Children will probably help.) NOW LET'S USE PLAN 2. WHAT COLOR IS IN THE MIDDLE ON THIS DESIGN?

Children: _____

Teacher: YOU PICK THE WHITE CARD THAT GOES ON THE BOTTOM. (If necessary use Cooperation Strategy.)

Children: _____

Teacher: THE NEXT COLOR AFTER WHITE IS _____...LET'S CHECK THE BLUES. (Children will probably begin to take over, and your verbalizations can fade.)

Children: _____

Teacher: (After red card is placed, say) WE ARE REALLY WORKING HARD. OUR PLAN IS HELPING US ON THIS HARD PROBLEM. NOW WHAT COLOR GOES ON THE TOP? (Begin identifying shapes of white cards until square shape is located.) HERE IS THE WHITE ONE. (Place it on top.) WAIT. THAT DOESN'T LOOK QUITE THE SAME. (Twist square around to diamond position.) THAT LOOKS RIGHT BUT THE EDGES DON'T MATCH. (Leave shite stencils spread out so children can see correct one.) NOW WE'VE GOT IT.

Teacher: HOW DID WE DO?

Children: _____

Teacher: OUR PLANS REALLY WORK. NOW YOU TRY SOME BY YOURSELVES. CAN THINKING OUT LOUD HELP YOU ON THE HARD DESIGNS?

Children: _____

Teacher: (Give each child a design.)

Children: _____

Teacher: YOU ARE GETTING VERY GOOD AT USING THE PLANS. (Hand each child another design card.)

(Note: On succeeding days, allow children to work on designs at their own pace and level. No more modeling should be necessary. Working together on hard designs will be beneficial.)

STENCIL DESIGN RECORDING FORM

Directions: Indicate with a check (✓) in Corr. column successful independent completion of an item. Indicate an error with a dash (-) in N. Corr. column.

Design	Trial 1			Trial 2		
	Date	Corr.	N. Corr.	Date	Corr.	N. Corr.
*S						
1						
2						
*3						
2A						
2B						
2C						
2D						
2E						
2F						
4						
5						
6						
7						
8						
9						
3A						
3B						
3C						
3D						
3E						
3F						

Design	Trial 1			Trial 2		
	Date	Corr.	N. Corr.	Date	Corr.	N. Corr.
10						
11						
12						
13						
14						

*Modeled

AUDITORY INCONGRUITIES - First day presentation

Teacher: SOME WORDS GO TOGETHER AND MAKE SENSE. OTHER WORDS DON'T MAKE SENSE TOGETHER. LET'S SEE SOME WORDS THAT DO GO TOGETHER. DO DOGS EAT?

Child: _____

Teacher: YES, THOSE WORDS MAKE SENSE TOGETHER. DO DOGS RUN?

Child: _____

Teacher: YES, THEY GO TOGETHER AND MAKE SENSE. DO DOGS READ?

Child: _____

Teacher: NO, DOGS CAN'T READ. THOSE WORDS DON'T MAKE SENSE. LET'S DO IT A DIFFERENT WAY. I'M GOING TO SHOW YOU A PICTURE. THEN I'LL SAY THREE WORDS. YOU COPY THE THREE WORDS. THEN TELL ME THE ONE THAT DOES NOT MAKE SENSE WITH THE PICTURE. WHAT TWO THINGS ARE YOU SUPPOSED TO DO?

Child: _____

Teacher: WHAT'S YOUR PLAN? (See if child can offer "I'll listen carefully", as this is an auditory task. If unable to offer plan, ask WOULD IT BE A GOOD IDEA OR NOT A GOOD IDEA TO TALK WHILE I SAY THE WORDS? _____ WHY?)

Child: _____

Teacher: HERE WE GO. (Show picture of dog.) EAT, READ, RUN. (If child doesn't repeat words immediately, say) SAY THE WORDS.

Child: _____

Teacher: WHICH WORD DOESN'T MAKE SENSE WITH THIS PICTURE?

Child: _____

Teacher: (Record child's response on Auditory Incongruities Recording Form.) LET'S PROVE IT. DOES A DOG EAT?

Child: _____

Teacher: DOES A DOG READ?

Child: _____

Teacher: DOES A DOG RUN?

Child: _____

Teacher: HOW DID YOU DO?

Child: _____

Teacher: LET'S TRY SOME MORE. THIS TIME I WON'T SHOW YOU A PICTURE. INSTEAD I'LL SAY A WORD AND YOU MAKE A PICTURE IN YOUR HEAD. AM I GOING TO SHOW YOU A PICTURE THIS TIME?

Child: _____

Teacher: AFTER YOU GET A PICTURE IN YOUR HEAD OF MY WORD, I'LL SAY TWO MORE WORDS. YOU COPY THE WORDS AND THEN TELL ME WHICH ONE DOES NOT MAKE SENSE. (Wait for pre-verbalization.)

Child: _____

Teacher: LET'S TRY IT. CHAIR - HAVE A PICTURE OF A CHAIR IN YOUR MIND?

Child: _____

Teacher: SIT - DRESS (Record all of child's responses on Auditory Incongruities Recording Form.)

Child: _____

Teacher: LET'S PROVE IT. CAN A CHAIR SIT? OR CAN WE SIT ON A CHAIR?

Child: _____

Teacher: CAN A CHAIR WEAR A DRESS?

Child: _____

Teacher: SO WE PROVED IT. A DRESS DOESN'T MAKE SENSE WITH CHAIR - THOSE TWO WORDS DON'T GO TOGETHER. READY FOR SOME MORE?

Child: _____

Teacher: BELL. (Pause.) GET A PICTURE IN YOUR HEAD.

Child: _____

Teacher: RING - LAUGH.

Child: _____

Teacher: (Require child to complete task including proving answer before giving next item.) HAIR - WHAT PICTURE DO YOU HAVE IN YOUR HEAD?

Child: _____

Teacher: SEE - CURL. (Require child to complete task.)

Child: _____

Teacher: CLOTHES. (Pause.) WEAR - WALK.

Child: _____

Teacher: LET'S TRY SOME HARDER ONES. I'LL SAY A WORD AND I'LL GIVE YOU TIME TO GET A PICTURE OF IT IN YOUR MIND. THEN I'LL SAY THREE WORDS. YOU COPY THE THREE WORDS AND TELL ME WHICH ONE DOES NOT MAKE SENSE. THEN PROVE IT. (Look at child for preliminary verbalizations, prompting as required.)

Child: _____

Teacher: CORN - GOT THE PICTURE?

Child: _____

Teacher: EAT - RUN - GROW

Child: _____

Teacher: BOTTLE. (Pause.) RAIN - BREAK - POUR

Child: _____

Teacher: MOUTH. (Pause.) SMILE - FIND - YAWN

Child: _____

Teacher: ROBIN. (Pause.) SING - FLY - PAINT

Child: _____

Teacher: HOW DID YOU DO? DID YOUR PLAN WORK? (Point to cue-picture #4.)

Child: _____

Teacher: WE'LL TRY MORE OF THESE ON ANOTHER DAY.

AUDITORY INCONCRUITIES - Further presentations

Teacher: YESTERDAY/ON ANOTHER DAY I ASKED YOU TO BE A GOOD LISTENER. I SAID A WORD THAT YOU MADE INTO A PICTURE IN YOUR HEAD. THEN WHAT HAPPENED NEXT?

Child: _____

Teacher: (If child can't recall, say) NEXT I SAID TWO OR THREE WORDS THAT YOU COPIED. THEN YOU TOLD ME WHICH WORD DID NOT MAKE SENSE WITH THE WORD YOU HAD IN YOUR HEAD. LET'S TRY SOME TODAY. WHAT ARE YOU SUPPOSED TO DO?

Child: _____

Teacher: WHAT IS YOUR PLAN? (Help child arrive at a plan to quietly remind himself to give the word that does not make sense. You might compare this reminder to that in Auditory Association task.)

Child: _____

Teacher: (Present items from appropriate level of difficulty. Pause as necessary to be sure child is attempting to create visual image. Give words at 1 second intervals. Require child to copy words but do not require him to prove items at difficult level. At higher levels, children often offer two words as incongruous. Help them arrive at a plan for selecting the word they know doesn't make sense, even though they do not know the meaning of another word. Remind them that the problem is to give the word that does not make sense with the picture. Present as many items as the child can handle on one occasion. For next presentation repeat any items he missed previously and proceed from there. Record second attempts on Recording Form.)

(Note: Some children rebel against always doing what you ask and enjoy the opportunity to do the directing. Therefore, where appropriate, ask child if he would like to try to make up some questions like these, and you solve the items he gives.)

AUDITORY INCONGRUITIES RECORDING FORM

Name _____

School _____

Directions: Check (✓) in Correct or Not Correct column. If incorrect response is given, record word in response column.

Stimulus					Corr.	NCorr.	Response	Date
	EASY							
Ex.	DOG	eat	read	run				
1.	CHAIR	sit	dress					
2.	BELL	ring	laugh					
3.	HAIR	see	curl					
4.	CLOTHES	wear	walk					
	INTERMEDIATE			Total	4	4		
5.	CORN	eat	run	grow				
6.	BOTTLE	rain	break	pour				
7.	MOUTH	smile	find	yawn				
8.	ROBIN	sing	fly	paint				
	INT.-DIFFICULT			Total	4	4		
9.	RING	shine	paste	wear				
10.	BABIES	crawl	knit	cry				
11.	PAPER	burn	write	ask				
12.	RULER	sing	measure	count				
13.	WIND	howl	read	blow				
14.	OVEN	sweep	bake	broil				
15.	TRUCK	swerve	speed	chew				
16.	BLISTER	leap	hurt	pop				
17.	RACE	whistle	win	bite				
				Total	9	9		

AUDITORY INCONGRUITIES RECORDING FORM - page 2

Name _____

School _____

Directions: Check (✓) in Correct or Not Correct column. If incorrect response is given, record word in response column.

DIFFICULT					Corr.	NCorr.	Response	Date
18.	CLOCK	blow	measure	rotate				
19.	ECHO	repeat	bounce	hurt				
20.	POISON	drink	dance	sick				
21.	CATTLE	meow	beef	raise				
22.	LIE	blast	fib	bed				
23.	BAT	fly	swing	dishes				
24.	PUNCH	hit	pinch	drink				
25.	RING	telephone	finger	climb				
26.	SOCK	wear	hit	angel				
				Total	9	9		

AUDITORY INHIBITION - whole task should be completed at one sitting.

Teacher: ON OTHER DAYS WE HAVE LISTENED TO WORDS THAT SOUND A LITTLE ALIKE AND YOU HAD TO HIT THE SPOT WHEN YOU HEARD ONE WORD. REMEMBER?

Children: _____

Step One

Teacher: TODAY WE'LL LISTEN TO WORDS AGAIN BUT THE GAME IS A LITTLE DIFFERENT. THIS TIME I'LL SAY FOUR WORDS, THEN I'LL PAUSE; I'LL BE QUIET. IF YOU HEARD THE WORD BALL, HIT THE SPOT WHEN I PAUSE. WHAT ARE YOU SUPPOSED TO DO?

Children: _____

Teacher: REMEMBER, LISTEN TO ALL FOUR WORDS FIRST. WHEN I STOP TALKING, IF YOU HEARD THE WORD BALL HIT THE SPOT ONCE. ARE YOU GOING TO HIT THE SPOT RIGHT WHEN YOU HEAR THE WORD BALL?

Children: _____

Teacher: WHEN WILL YOU HIT THE SPOT?

Children: _____

Teacher: DO YOU HAVE A PLAN? (If not, encourage children to determine a plan.)

Children: _____

Teacher: IS IT A GOOD IDEA TO HIT THE SPOT REAL HARD?

Children: _____

Teacher: WHAT'S A DIFFERENT WAY YOU COULD STRIKE THE SPOT?

Children: _____

Teacher: LET'S TRY SOME FOR PRACTICE. RAT COME BALL ASK.

Children: _____

Teacher: (Record children's performances on Auditory Inhibition Recording Form.) HOW DID YOU DO? DID YOUR PLAN WORK?

Children: _____

Teacher: (If child failed to hit spot during pause, say I'LL SAY THE WORDS AGAIN AND YOU COPY THE WORDS - YOU SAY THE WORDS AFTER I DO. (Repeat words.*) DID WE SAY THE WORD BALL? _____ IF YOU HEAR THE WORD BALL, WHAT ARE YOU SUPPOSED TO DO? _____ WHAT DO YOU NEED TO REMIND YOURSELF? _____)

Teacher: LET'S TRY ANOTHER ONE. HAT ROLL PLANT SAW. (Continue in order through Step One items on Auditory Inhibition Recording Form.)

Children: _____

Step Two

Teacher: NOW WE'LL CHANGE THE GAME A LITTLE. AGAIN I'LL SAY FOUR WORDS AND THEN PAUSE. THIS TIME YOU SHOULD LISTEN FOR A COLOR NAME. WHAT KIND OF WORD SHOULD YOU LISTEN FOR?

Children: _____

Teacher: IF YOU HEARD A COLOR NAME, HIT THE SPOT WHEN I PAUSE. WILL YOU HIT THE SPOT RIGHT WHEN YOU HEAR A COLOR NAME?

Children: _____

Teacher: WHAT IS YOUR PROBLEM?

Children: _____

Teacher: (Point to cue-picture #2 to elicit plan.) ARE YOU THINKING OF SOME WORDS YOU MIGHT HIT ON?

Children: _____

Teacher: (Pause so perhaps children will flash color names through their minds.) HERE WE GO. ANGEL DOT BROWN DRY.

Children: _____

Teacher: (Record responses under Step Two items on Recording Form. Continue through Step Two items. If a child begins to err, point to cue-picture #3 to elicit reminders to task. At conclusion of task, look to children for self-evaluation.)

Step Three

Teacher: NOW WE'LL CHANGE THE GAME AGAIN. I WILL STILL SAY FOUR WORDS. IF ONE OF THE WORDS IS BALL ALONE, DO NOT HIT THE SPOT. IF ONE OF THE WORDS IS A COLOR NAME ALONE, DO NOT HIT THE SPOT. IF I SAY THE WORD BALL AND A COLOR, DO HIT THE SPOT. WHEN WILL YOU HIT THE SPOT?

Children: _____

Teacher: SHOULD YOU HIT THE SPOT IF YOU HEAR A COLOR NAME ONLY?

Children: _____

Teacher: I'LL TRY A COUPLE TO SEE HOW IT WORKS.

Q. WHAT'S MY PROBLEM?

A. I'M SUPPOSED TO HIT THE SPOT IF I HEAR BOTH THE WORD BALL AND A COLOR NAME.

Teacher: Q. WHAT'S MY PLAN?

A. I'LL LISTEN TO ALL FOUR WORDS AND I'LL REMIND MYSELF TO LISTEN FOR BALL AND A COLOR - BOTH.

Teacher: (Play tape recorded WATCH CUT BROWN BEACH. Modeling instructions: shake head on each non-ball, non-color, reminding yourself with whispered cue words - BALL, COLOR. When hearing color, whisper, OK THERE'S A COLOR. AFTER ALL FOUR WORDS, I'M NOT SUPPOSED TO HIT ON ONLY A COLOR; HAVE TO HEAR BALL TOO. I ONLY HEARD BROWN, SO I WON'T HIT.)

Teacher: Q. HOW DID I DO?

A. I REALLY THOUGHT QUIETLY SO I WOULDN'T MAKE A MISTAKE. I LISTENED CAREFULLY TO ALL THE WORDS. I WAITED FOR BALL, BUT I DIDN'T HEAR BALL SO I COULD NOT HIT.

Teacher: (Play ACT BALL BRIGHT PURPLE. Follow same modeling procedures. When you hear ball say OK. I HEARD BALL; NOW A COLOR. Shake head no on "bright" then repeat word "purple". PURPLE IS A COLOR. I HEARD BALL AND A COLOR SO WHAT SHOULD I DO? YES, I SHOULD HIT THE SPOT.

Teacher: I THOUGHT REALLY HARD. MY PLAN WORKED TO REMIND MYSELF QUIETLY WHAT TO LISTEN FOR. IS IT A GOOD IDEA TO TALK LOUDLY WHEN YOUR PROBLEM IS TO LISTEN?

Children: _____

Teacher: YOU TRY YOUR NEW PROBLEM. APPLE BALL RUN BLACK.
(Continue in order through Step Three items. If a child errs on "silver" or "white" items, repeat them at end of list. If he errs again, ask him to name all the colors he can. If he includes white, silver, and gold in list, repeat items. At end of task, look to children for self-evaluation.)

Children: _____

(Note: If a child likes to take teacher's role, allow him to make up a sequence of items and you assume role of student.)

Name _____

Date _____

School _____

Directions: Say words in monitone at 1 sec. intervals. Record + if child hits spot, 0 if he fails to hit spot in white space by each item. If child hits spot prematurely - before listening to all 4 words - check (✓) impulsive column. Record any verbalizations. Total errors: errors equal number of 0's in Perf. column and +'s in NP column.

Step One					Perf.	NP	Impulsive	Verbalizations
Ex.	rat	came	BALL	ask				
1.	hat	roll	plant	saw				
2.	hand	bat	race	move				
3.	cream	BALL	make	drive				
4.	shake	walk	creek	BALL				
5.	hall	sew	pause	book				
6.	nail	BALL	grease	start				
7.	BALL	rain	eat	bear				
				Total Errors				

Step Two					Perf.	NP	Impulsive	Verbalizations
1.	angel	dot	BROWN	dry				
2.	go	BLUE	ant	swimming				
3.	chairs	watch	mail	army				
4.	seen	frame	t.v.	eat				
5.	GREEN	make	fire	raise				
6.	shovel	GOLD	chips	run				
7.	listen	blanket	gave	GRAY				
8.	shoes	answer	bank	skip				
9.	call	secret	YELLOW	shout				
				Total Errors				

AUDITORY INHIBITION RECORDING FORM - page 2

Name _____

Date _____

School _____

Directions: Say words in monitone at 1 sec. intervals. Record + if child hits spot, 0 if he fails to hit spot in white space by each item. If child hits spot prematurely - before listening to all 4 words - check (✓) impulsive column. Record any verbalizations.

Total errors: errors equal number of 0's in Perf. column and +'s in NP column.

	Step Three				Perf.	NP	Impulsive	Verbalizations
1.	apple	BALL	run	BLACK				
2.	friend	bag	brown	super				
3.	catch	orange	inside	record				
4.	swallow	RED	BALL	under				
5.	SILVER	pencil	divide	BALL				
6.	edge	lick	print	ball				
7.	smile	balloon	green	close				
8.	BALL	tighten	WHITE	fly				
				Total Errors				

Suggested Dialogue for Cooperation Training -

To be used upon first need: When one child helps other when assistance isn't requested.

Teacher: OH, DEAR. WE HAVE A NEW PROBLEM. WHOSE TURN IS IT?

Children: _____

Teacher: SO WHO SHOULD BE THINKING OUT LOUD ON THIS PROBLEM?

Children: _____

Teacher: WAS (child's name) STUCK ON HIS PROBLEM?

Children: _____

Teacher: SOMETIMES IT IS GOOD TO HELP SOMEONE WORK ON HIS PROBLEMS. WHEN MIGHT IT BE A GOOD IDEA TO HELP EACH OTHER?

Children: _____

Teacher: HOW COULD WE TELL IF SOMEONE NEEDS HELP? HOW COULD WE FIND OUT?

Children: (You can ask him. Look at his face.)

Teacher: IF SOMEONE DOESN'T ASK FOR HELP AND THEY DON'T LOOK LIKE THEY NEED HELP, IS IT A GOOD IDEA TO HELP THEM?

Children: _____

Teacher: WHAT PLAN COULD WE MAKE FOR THIS NEW PROBLEM: WE KNOW THE ANSWER BUT IT ISN'T OUR TURN?

Children: _____

Teacher: (Plan might take the following direction.)

Q. WHAT'S MY PROBLEM?

A. I KNOW THE ANSWER, BUT IT ISN'T MY TURN.

Q. WHAT'S MY PLAN?

A. I'LL WAIT, AND I'LL KEEP REMINDING MYSELF WHAT MY ANSWER IS.

Q. HOW DID I DO?

A. I WAS GOOD AT WAITING. I REMEMBERED THE ANSWER I THOUGHT WAS RIGHT.

Suggested Dialogue for Discouraging Name Calling or Belittling

To be used whenever need arises. At least to be introduced sometime following Is Anybody Listening lesson.

Teacher: IS IT A GOOD IDEA (TO LAUGH AT PEOPLE WHEN THEY DON'T KNOW AN ANSWER) OR (TO CALL PEOPLE NAMES)?

Children: _____

Teacher: WAS IT A GOOD IDEA FOR MELVIN TO MAKE FUN OF BILLY?

Children: _____

Teacher: WHAT MIGHT HAPPEN NEXT (IF YOU LAUGH AT SOMEONE) OR (IF YOU CALL SOMEONE A NAME)?

Children: _____

Teacher: WHAT PLAN COULD WE MAKE TO STOP US FROM (LAUGHING WHEN SOMEONE DOESN'T KNOW THE ANSWER) OR (CALLING SOMEONE A NAME)?

Children: _____

Teacher: (Plan might take the following direction.)

Q. WHAT IS THE PROBLEM?

A. I AM NOT SUPPOSED TO CALL PEOPLE A NAME, BUT I FEEL LIKE IT NOW.

Q. WHAT'S MY PLAN?

A. I'LL (YAWN/SWALLOW/CLENCH MY TEETH) INSTEAD OF SAYING NAMES.

Q. HOW DID I DO?

A. I DIDN'T CALL HIM A NAME.

MATERIALS APPENDIX

Following are addresses for commercially prepared materials used in Think Aloud.

Materials	Manufacturer or Publisher
Puzzle pictures	Paint with Water: Big 'N' Easy Fun Animals
Owl Dog with bone Train Elephant Dog with butterfly	A Whitman Book Western Publishing Company, Inc. Racine, Wisconsin
Detective pictures	Activity Fun
Indian boy Chick	A Whitman Book Western Publishing Company, Inc. Racine, Wisconsin
Picture mazes	
Fido Red Riding Hood Puddle Mars	
PMA K-1 and 2-4	Primary Mental Abilities Science Research Associates, Inc. 259 East Erie Street
Perceptual Speed Test	Chicago, Illinois 60611
Raven Coloured Progressive Matrices	The Psychological Corporation 757 Third Avenue
Sets A, A_B, B	New York, New York 10017
Grace Arthur Stencil Design Test	The Psychological Corporation
Dragon and Wolf Hand Puppets People Finger Puppets	Creative Playthings A Division of CBS Inc. Princeton, New Jersey 08540
Family Face Puppets	Instructo Corporation
Black White	Paoli, Pennsylvania 19301

MATERIALS APPENDIX

(continued)

Educational Picture Sets	Manufacturer or Publisher
Understanding Our Feelings No. 1215	The Instructo Corporation Paoli, Pennsylvania 19301
Children and the Law #3, 7, 12	David C. Cook Publishing Company School Products Division Elgin, Illinois 60120
Learning About Human Relationships #5	
My Community #6	
Safety #10, 11, 12	
Science Themes #1 #3	
Science Themes #2 #7	
Social Development #4, 12	
Rosenzweig Picture-Frustration Study #2, 5, 9, 13, 16, 21	Saul Rosenzweig 8029 Washington Avenue St. Louis, Missouri 63114
Books	
Is Anybody Listening? by Wayne Carley	Garrard Publishing Company Champaign, Illinois 61820
Sounds of a Powwow by Bill Martin, Jr.	Sounds of Language Readers Holt, Rinehart and Winston, Inc. 383 Madison Avenue New York, New York 10017

Materials Appendix #2

June 11, 1976

We suggest the following materials as substitutions for items previously included in the Think Aloud manual.

1. Kaleidoscope Puzzles - No. 6010 — Ideal School Supply, Oak Lawn, Illinois 60453

   substitute for Grace Arthur Stencil Design Test

2. Find the Twins / What's the Difference — Children's Fun Puzzles Magazine, Official Publications, Inc., 545 Madison Avenue, New York, New York 10022

   substitute for PMA K-1 and 2-4

3. Veri Tech Pre-Math — Educational Teaching Aids, 159 West Kinzie Street, Chicago, Illinois 60610

   substitute for PMA K-1 and 2-4

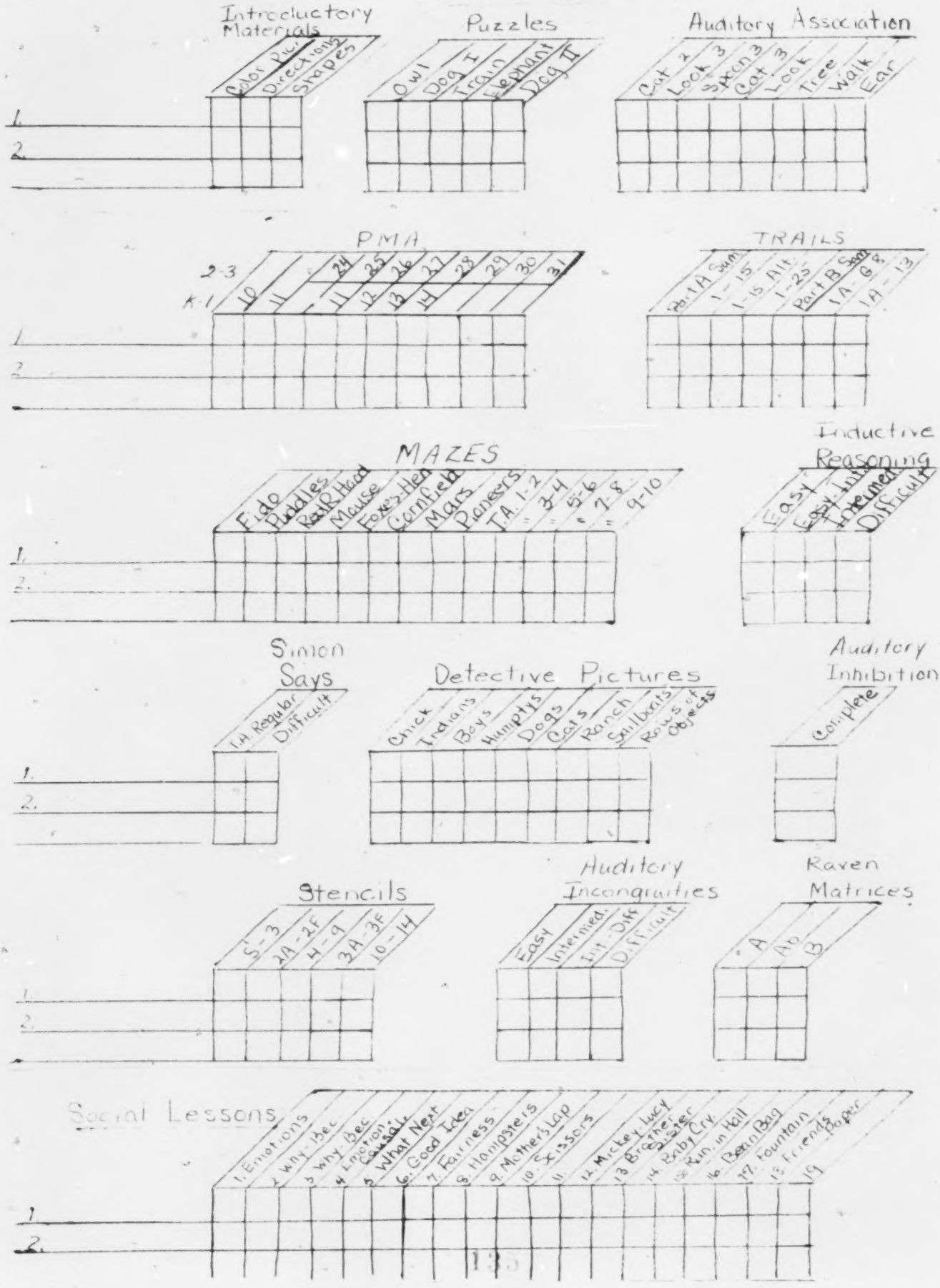
We recommend the following additional materials which are suitable for Think Aloud instruction:

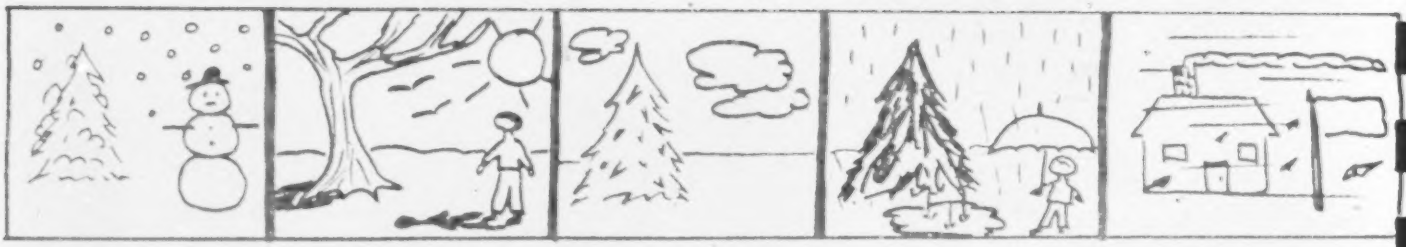
1. Odd-man-out — Childcraft Education Corporation, 20 Kilmer Road, Edison, New Jersey 08817

2. Concepts for Communication - #333 — Developmental Learning, 7440 Natchez Avenue, Niles, Illinois 60648

3. Puzzle Grams - No. 6042 — Ideal School Supply Company, Oak Lawn, Illinois 60453

MASTER SHEET

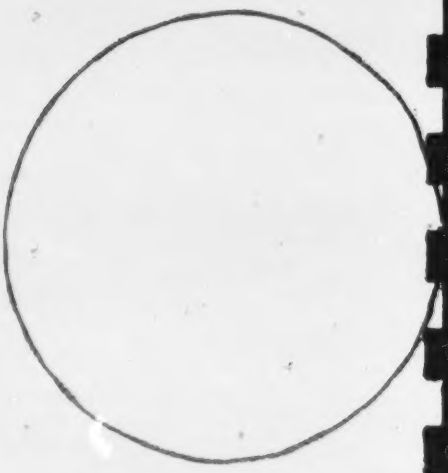


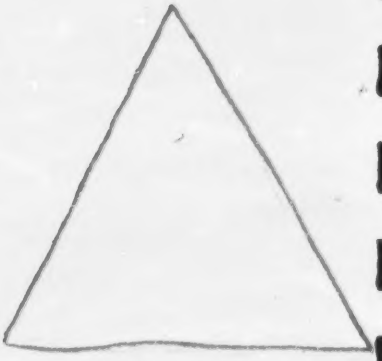


FOLLOWING DIRECTIONS

Directions: Check (✓) under appropriate child if performance is correct and wherever judge agrees with performance.

	Child 1	Child 2	Judge Agreement
1. Close the door			
2. Sit down in the bigger chair			
3. Tape this calendar to the wall			
4. Put a black X on # ___ since today is the ___ of January.			
5. Turn and look at me.			
6. What day in January is today?			
7. Sit down again.			
8. Cut out the picture that tells us it's a sunny day.			
9. Cut out and hand me the windy day picture			
10. Point to the picture you would use on a rainy day.			
11. What kind of days do the other pictures tell us about?			
12. (Cut out and) paste the picture on the calendar for today that will show us what the weather was like...			
13. Get the box that's under my chair and put it on the table and open it up.			
14. Put all sticky stuff and the scissors in the small box and put the small box in the big box.			
15. Put the weather pictures in the brown folder and put the brown folder in the big box.			
16. Close the box and put it on the chair underneath my coat.			





Mount 4 cue pictures
individually on cardboard

1

What is my problem?

2

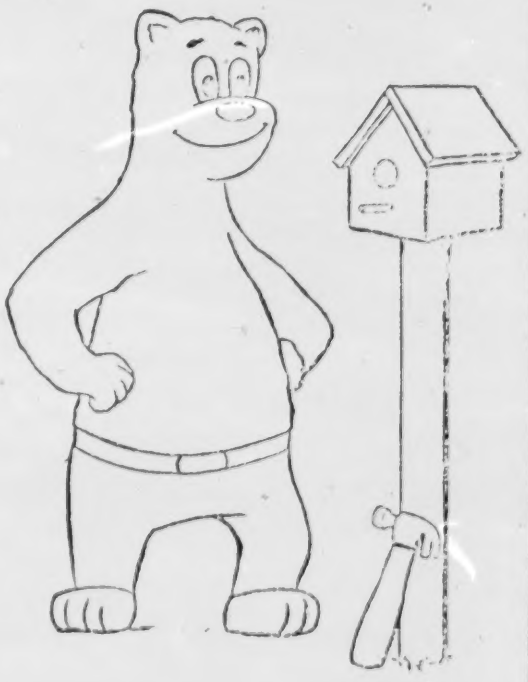
125

How can I do it?

3

Am I using my plan?

4



How did I do?

Owl puzzle -
mount and cut in
9 pieces

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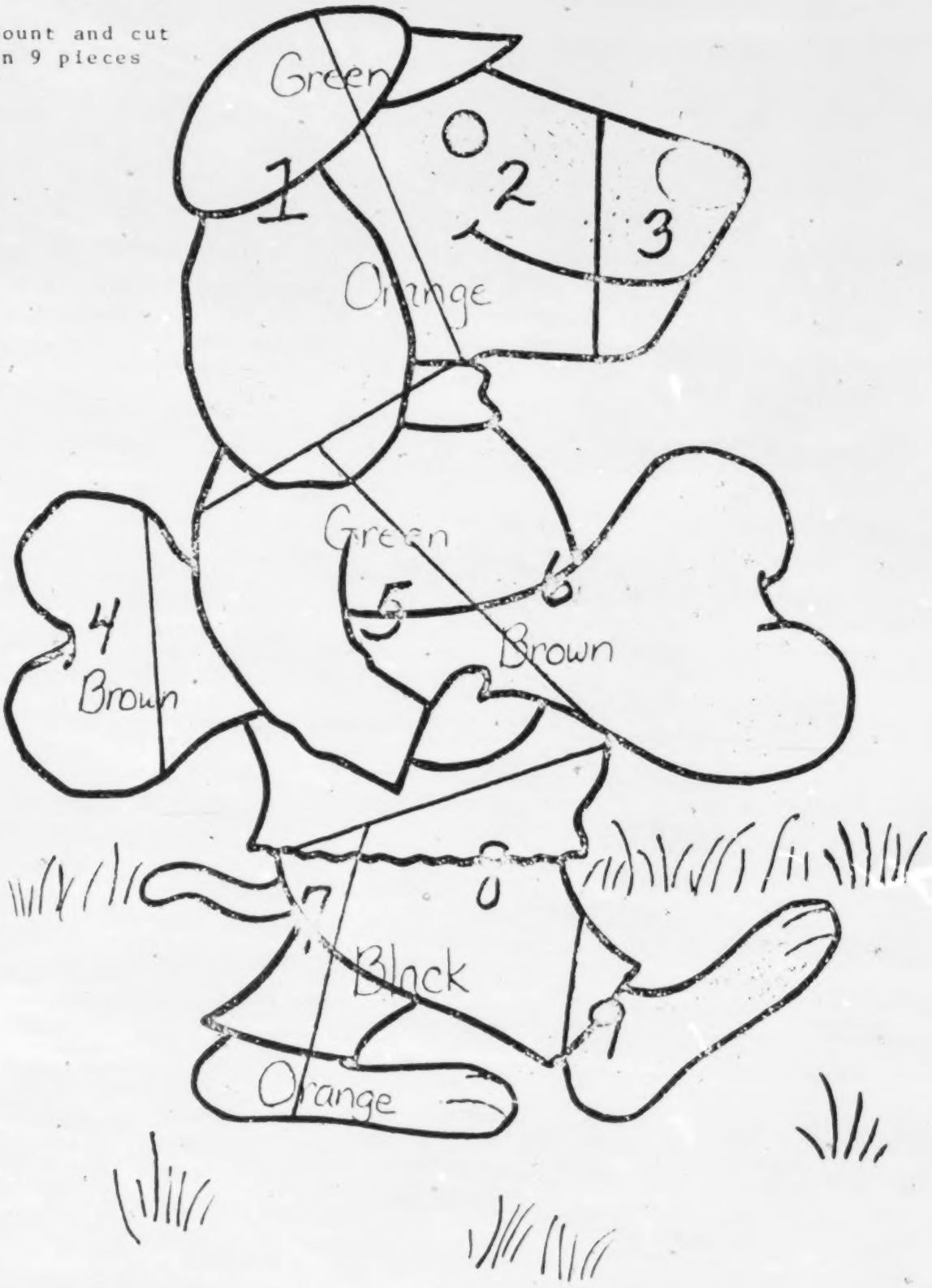
Dog I puzzle -

mount and cut
in 9 pieces



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AUDITORY ASSOCIATION RECORDING SHEET -- 3

Name _____ Name _____

Date _____ Date _____

School _____

Directions: Hit on look only.

Recording: Indicate errors with a check (✓). Total errors equal number of checks in each column.

	P E	NP E	Inc ip.	Verb
stare				
peek				
lock				
look				
see				
lake				
luck				
look				
lock				
peek				
luck				
stare				
look				
peek				
stare				
lock				
lake				
luck				
see				
lake				

	P E	NP E	Inc ip.	Verb
see				
lock				
luck				
peek				
stare				
see				
peek				
luck				
look				
lake				
lock				
look				
see				
stare				
TOTAL Errors				

	P E	NP E	Inc ip.	Verb
stare				
peek				
lock				
look				
see				
lake				
luck				
look				
lock				
peek				
luck				
stare				
look				
peek				
stare				
lock				
lake				
luck				
see				
lake				

	P E	NP E	Inc ip.	Verb
see				
lock				
luck				
peek				
stare				
see				
peek				
luck				
lake				
lock				
look				
lake				
look				
see				
stare				
TOTAL Errors				

Day 5

AUDITORY ASSOCIATION RECORDING SHEET - 2

Name _____ Name _____

Date _____ Date _____

School _____

Directions: Hit on cat only.

Recording: Indicate errors with a check (✓). Total errors equal number of checks in each column.

	PE	NPE	Verb
cute			
coat			
chase			
cat			
cut			
mouse			
dog			
cat			
chase			
cute			
cut			
dog			
cut			
mouse			
cat			
dog			
coat			
cute			
chase			
mouse			
cute			
dog			
mouse			
coat			
dog			

	PE	NPE	Verb
cut			
cat			
coat			
mouse			
chase			
cut			
cute			
chase			
cat			
coat			
TOTAL ERRORS			

	PE	NPE	Verb
cute			
coat			
chase			
cat			
cut			
mouse			
dog			
cat			
chase			
cute			
cut			
dog			
cut			
mouse			
cat			
dog			
coat			
cute			
chase			
mouse			
cute			
dog			
mouse			
coat			
dog			

	PE	NPE	Verb
cut			
cat			
coat			
mouse			
chase			
cut			
cute			
chase			
cat			
coat			
TOTAL ERRORS			

Day 6

IDENTIFYING EMOTIONS RECORDING FORM

Names _____ School _____

Date _____ Teacher _____

Directions: Question alternately Child 1 and Child 2. Check (✓) appropriate column and record any verbal response of children.

Child 1 - Name _____	Correct	Not Correct	Verbalizations
Who feel the same			
Not the same as this			
Different from this			
Two boys who feel the same			
The same as this			

Child 2 - Name _____	Correct	Not Correct	Verbalizations
Who feels different			
The same as this			
Different from this			
Two children who feel different			
Not the same as this			

AUDITORY ASSOCIATION RECORDING SHEET - 3

Name _____ Date _____

Date _____

School _____

Directions: Hit on spoon only.

Directions: Do not hit on spoon. Do hit on any other word that names something we use in eating.

Recording: Indicate errors with a check (✓). Total errors equal number of checks in each column.

	PE	NPE	Verb		PE	NPE	Verb
knife				bowl			
bowl				knife			
spin				fork			
spoon				bowl			
fork				moon			
spool				spool			
moon				spin			
spoon				spoon			
spin				spool			
bowl				spoon			
moon				fork			
knife				knife			
spoon				TOTAL ERRORS			
bowl							
knife							
spin							
spool							
moon							
fork							
spool							
fork							
spin							
moon							

	PE	NPE	Verb		PE	NPE	Verb
knife				bowl			
bowl				knife			
spin				fork			
spoon				bowl			
fork				moon			
spool				spool			
moon				spin			
spoon				spoon			
spin				spool			
bowl				spoon			
moon				fork			
knife				knife			
spoon				TOTAL ERRORS			
bowl							
knife							
spin							
spool							
moon							
fork							
spool							
fork							
spin							
moon							

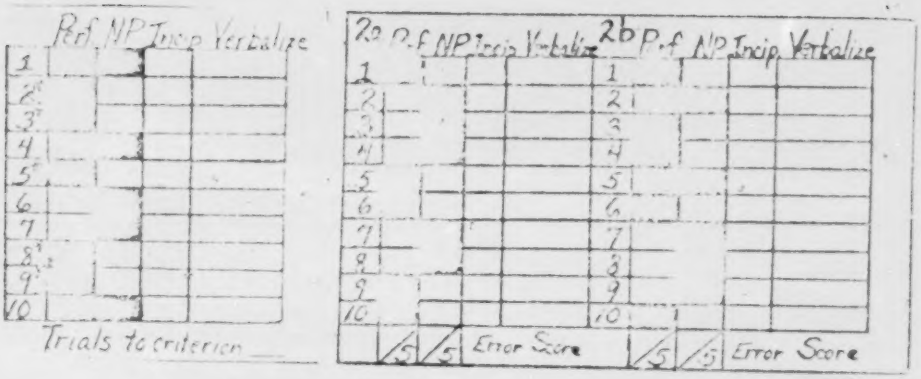
SIMON SAYS RECORDING FORM

NAME _____ SCHOOL _____

GRADE _____ TEACHER _____

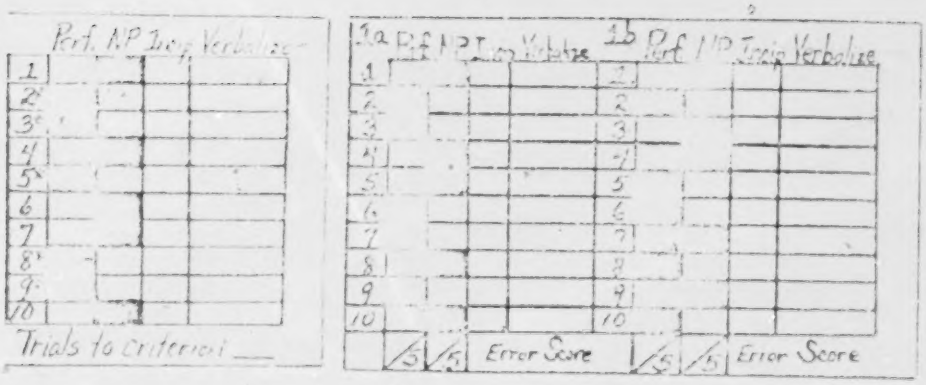
SS INTRODUCTION

DATE _____



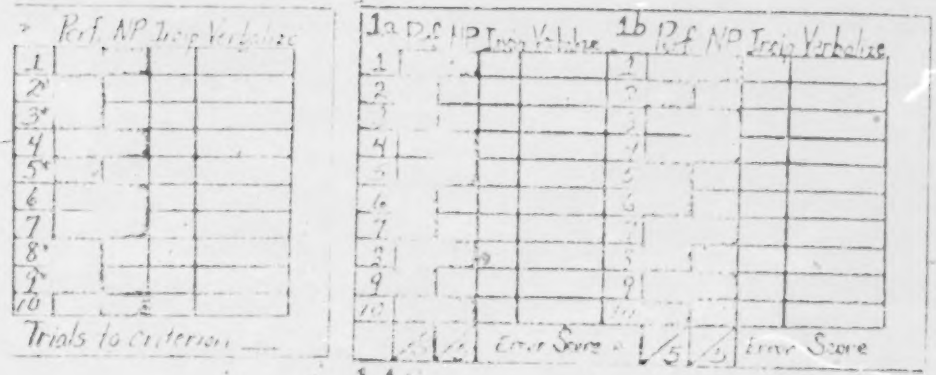
SS THINKING OUT LOUD

DATE _____



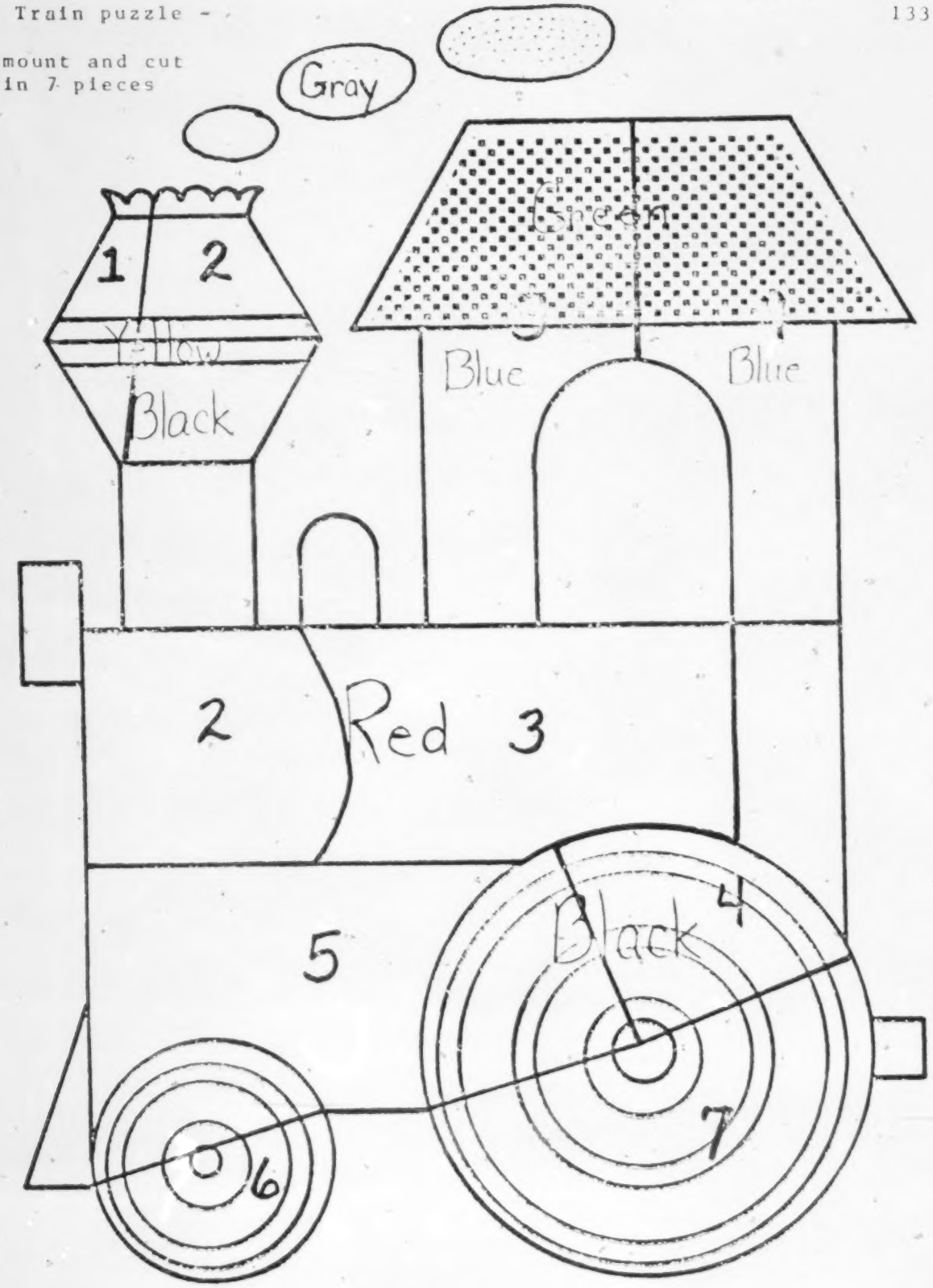
SS DIFFICULT FORM

DATE _____



Train puzzle -

mount and cut
in 7 pieces



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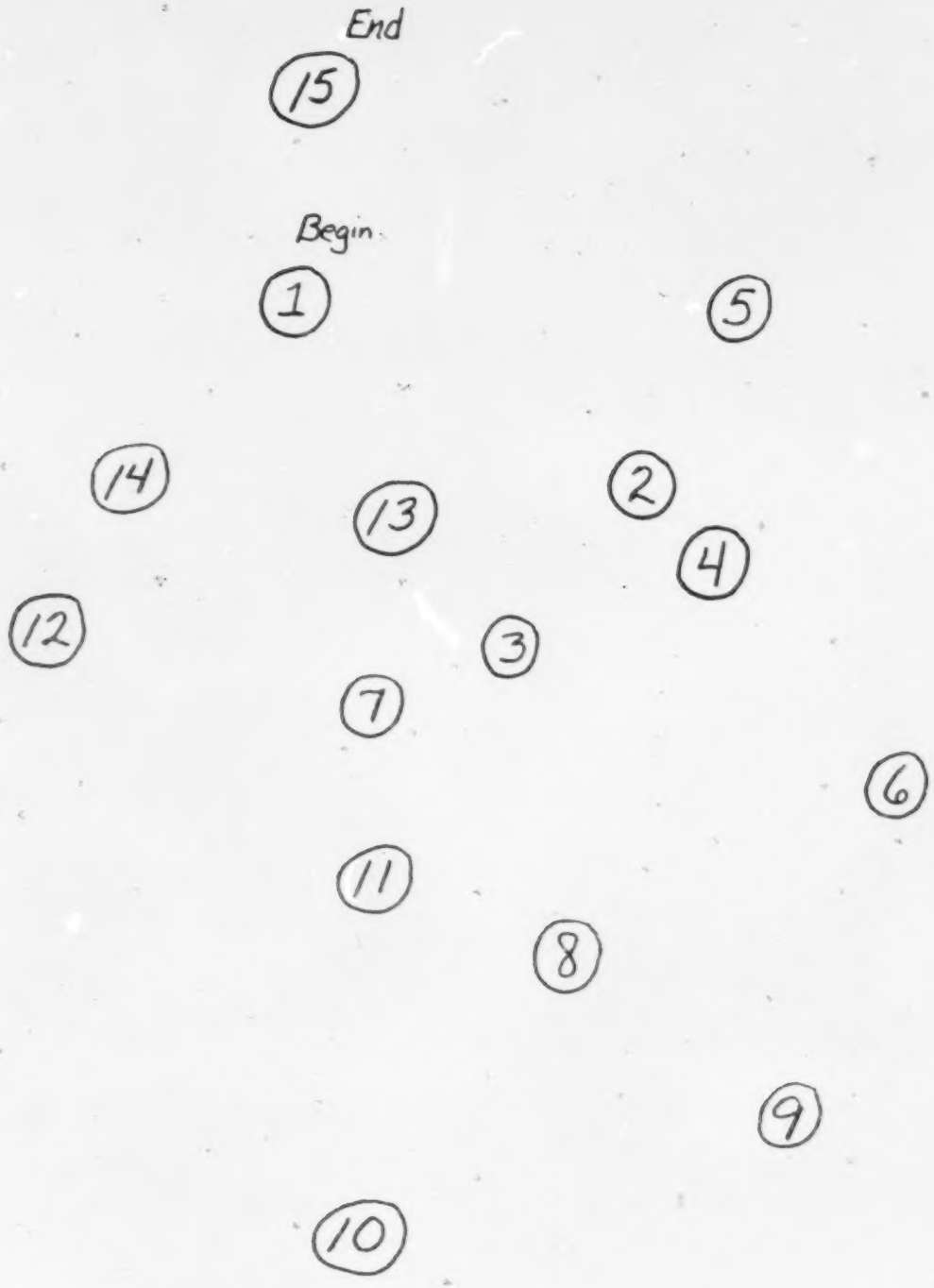

End
15
Begin
1
5
14
13
2
4
12
3
7
6
11
8
9
10

Name _____
Date _____
School _____

Directions: Hit on look only.

	PE	NPE	Verb		PE	NPE	Verb
stare				see			
peek				peek			
lock				luck			
look				lake			
see				lock			
lake				look			
luck				lake			
look				look			
lock				see			
peek				stare			
luck				TOTAL			
stare				ERRORS			
look							
peek							
stare							
lock							
lake							
luck							
see							
lake							
see							
lock							
luck							
peek							
stare							

Date _____

Directions: Do not hit on look. Do hit on any other word that tells something we do with our eyes.

	PE	NPE	Verb		PE	NPE	Verb
stare				see			
peek				peek			
lock				luck			
look				lake			
see				lock			
lake				look			
luck				lake			
look				look			
lock				see			
peek				stare			
luck				TOTAL			
stare				ERRORS			
look							
peek							
stare							
lock							
lake							
luck							
see							
lake							
see							
lock							
luck							
peek							
stare							

AUDITORY ASSOCIATION RECORDING SHEET - 3 Day 11

Name _____ Date _____

Date _____

School _____

Directions: Hit on coat only.

	PE	NPE	Verb
cat			
shoes			
pants			
coat			
cute			
dress			
cut			
cute			
cut			
pants			
shoes			
dress			
cat			
shoes			
coat			
dress			
pants			
cut			
dress			
shoes			
cut			
coat			
pants			
cute			
cat			
dress			

	PE	NPE	Verb
coat			
cut			
shoes			
cute			
coat			
cat			
pants			
cat			
cute			
TOTAL ERROR			

Directions: Do not hit on coat. Do hit on any other word that names something that boys or girls can wear.

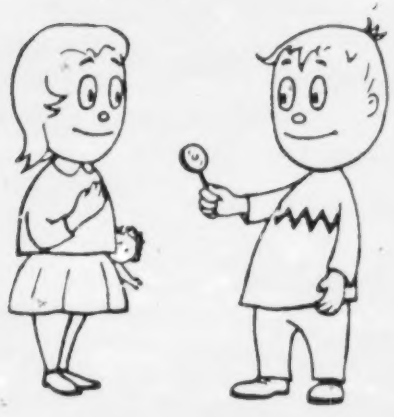
	PE	NPE	Verb
cat			
shoes			
pants			
coat			
cute			
dress			
cut			
cute			
cut			
pants			
shoes			
dress			
cat			
shoes			
coat			
dress			
pants			
cut			
dress			
shoes			
cut			
coat			
pants			
cute			
cat			
dress			

	PE	NPE	Verb
coat			
cut			
shoes			
cute			
ceat			
cat			
pants			
cat			
cute			
TOTAL ERRORS			

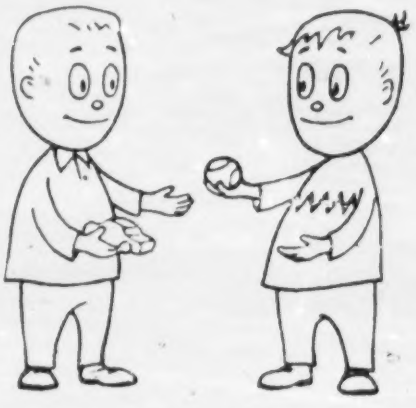
Mount and show individually

ASK

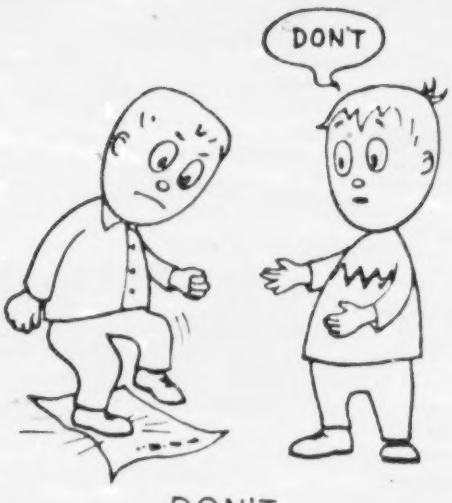
TELL



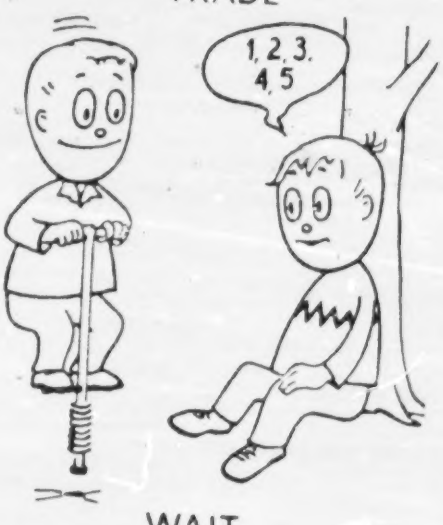
GIVE



TRADE



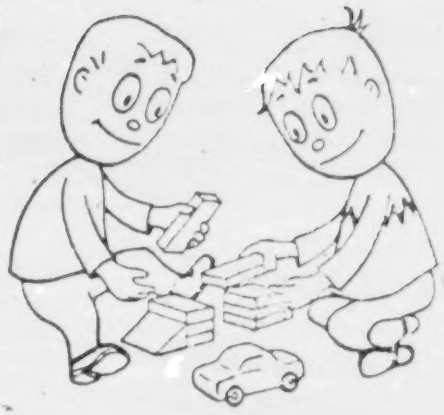
DON'T



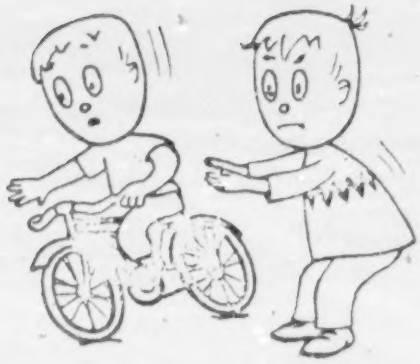
WAIT

Social Cue Pictures

FAVOR



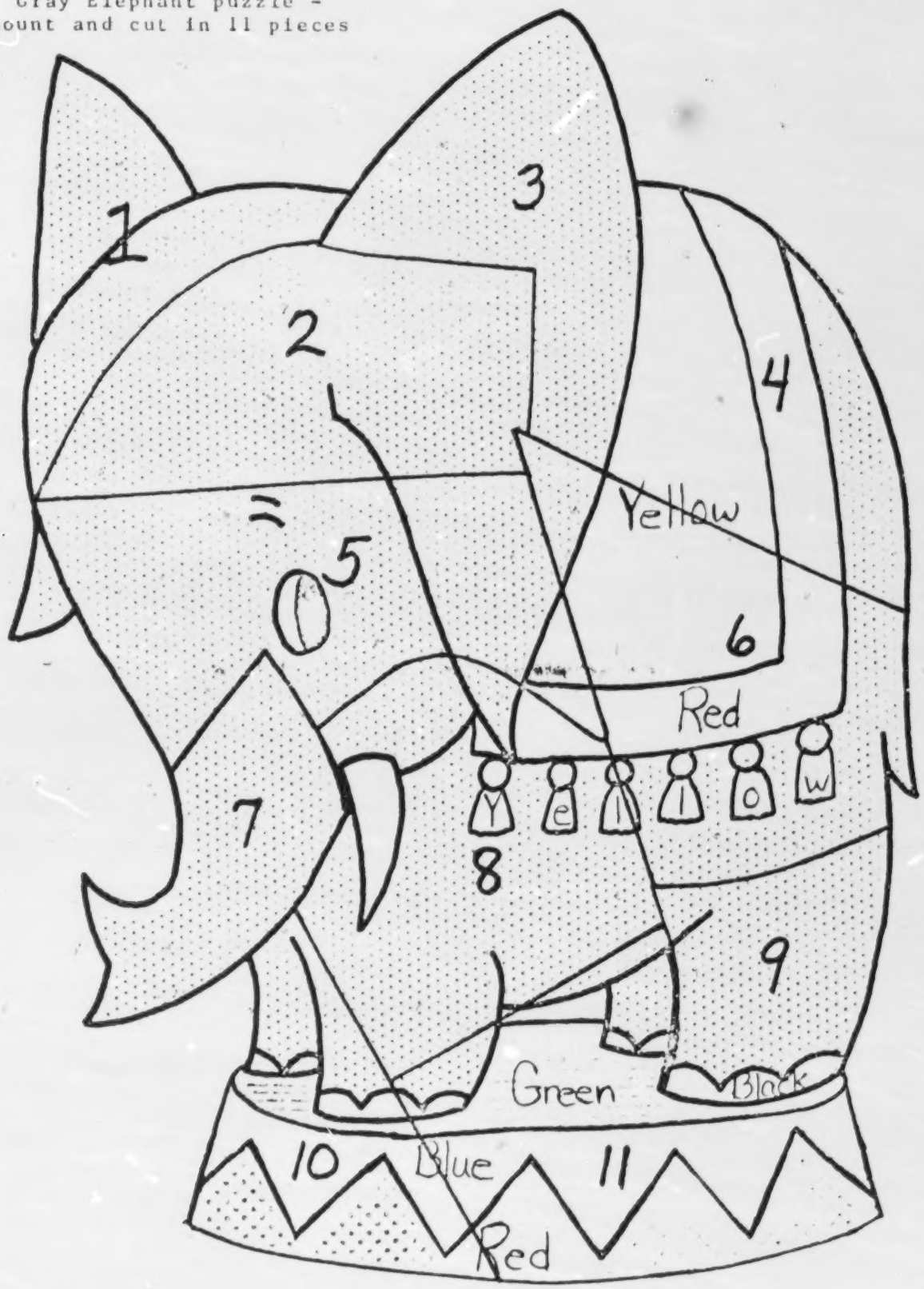
SHARE



HURT

TRICK

Gray Elephant puzzle -
mount and cut in 11 pieces



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AUDITORY INHIBITION RECORDING FORM

Name _____

Date _____

School _____

Directions: Say words in monitone at 1 sec. intervals. Record + if child hits spot, 0 if he fails to hit spot in white space by each item. If child hits spot prematurely - before listening to all 4 words - check (✓) impulsive column. Record any verbalizations. Total errors: errors equal number of 0's in Perf. column and +'s in NP column.

Step One

					Perf.	NP	Impulsive	Verbalizations
Ex.	rat	came	BALL	ask				
1.	hat	roll	plant	saw				
2.	hand	bat	race	move				
3.	cream	BALL	make	drive				
4.	shake	walk	creek	BALL				
5.	hall	sew	pause	book				
6.	nail	BALL	grease	start				
7.	BALL	rain	eat	bear				
				Total Errors				

Step Two

					Perf.	NP	Impulsive	Verbalizations
1.	angel	dot	BROWN	dry				
2.	go	BLUE	ant	swimming				
3.	chairs	watch	mail	army				
4.	seen	frame	t.v.	eat				
5.	GREEN	make	fire	raise				
6.	shovel	GOLD	chips	run				
7.	listen	blanket	gave	GRAY				
8.	shoes	answer	bank	skip				
9.	call	secret	YELLOW	shout				
				Total Errors				

AUDITORY INHIBITION RECORDING FORM - page 2

Name _____

Date _____

School _____

Directions: Say words in monitone at 1 sec. intervals. Record + if child hits spot, 0 if he fails to hit spot in white space by each item. If child hits spot prematurely - before listening to all 4 words - check (✓) impulsive column. Record any verbalizations.

Total errors: errors equal number of 0's in Perf. column and +'s in NP column.

	Step Three				Perf.	NP	Impul-sive	Verbalizations
1.	apple	BALL	run	BLACK				
2.	friend	bag	brown	super				
3.	catch	orange	inside	record				
4.	swallow	RED	BALL	under				
5.	SILVER	pencil	divide	BALL				
6.	edge	lick	print	ball				
7.	smile	balloon	green	close				
8.	BALL	tighten	WHITE	fly				
				Total Errors				

AUDITORY INCONGRUITIES RECORDING FORM

Name _____

School _____

Directions: Check (✓) in Correct or Not Correct column. If incorrect response is given, record word in response column.

Stimulus				Corr.	NCorr.	Response	Date
EASY							
Ex. DOG	eat	read	run				
1. CHAIR	sit	dress					
2. BELL	ring	laugh					
3. HAIR	see	curl					
4. CLOTHES	wear	walk					
INTERMEDIATE			Total	4	4		
5. CORN	eat	run	grow				
6. BOTTLE	rain	break	pour				
7. MOUTH	smile	find	yawn				
8. ROBIN	sing	fly	paint				
INT.-DIFFICULT			Total	4	4		
9. RING	shine	paste	wear				
10. BABIES	crawl	knit	cry				
11. PAPER	burn	write	ask				
12. RULER	sing	measure	count				
13. WIND	howl	read	blow				
14. OVEN	sweep	bake	broil				
15. TRUCK	swerve	speed	chew				
16. BLISTER	leap	hurt	pop				
17. RACE	whistle	win	bite				
			Total	9	9		

AUDITORY INCONGRUITIES RECORDING FORM - page 2

Name _____

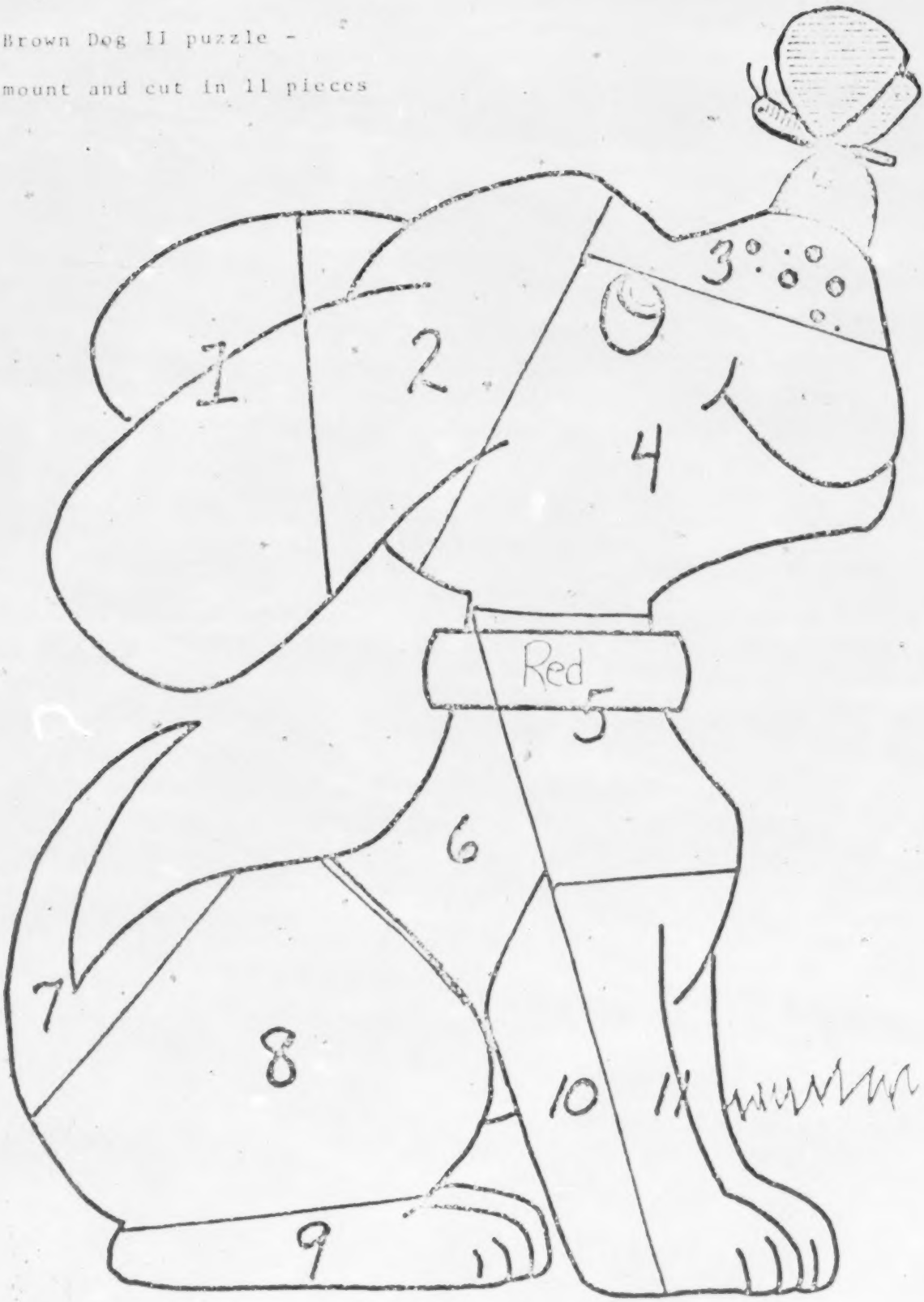
School _____

Directions: Check (✓) in Correct or Not Correct column. If incorrect response is given, record word in response column.

DIFFICULT					Corr.	NCorr.	Response	Date
18.	CLOCK	blow	measure	rotate				
19.	ECHO	repeat	bounce	hurt				
20.	POISON	drink	dance	sick				
21.	CATTLE	meow	beef	raise				
22.	LIE	blast	fib	bed				
23.	BAT	fly	swing	dishes				
24.	PUNCH	hit	pinch	drink				
25.	RING	telephone	finger	climb				
26.	SOCK	wear	hit	angel				
				Total	9	9		

Brown Dog II puzzle -

mount and cut in 11 pieces



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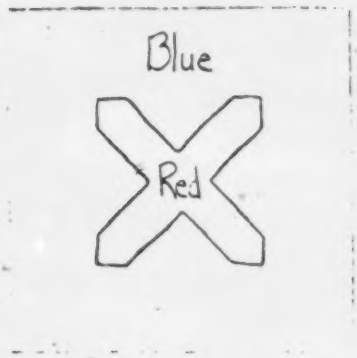
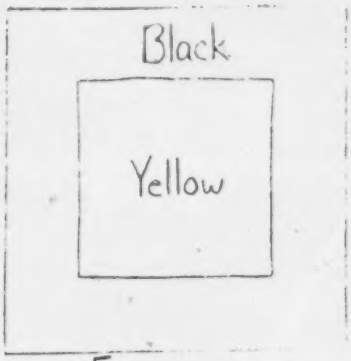
Stencil Designs - children must place 2 colored stencils in the following sequences.

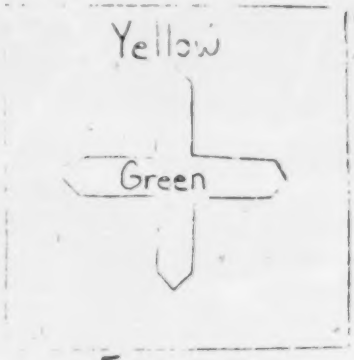
2A



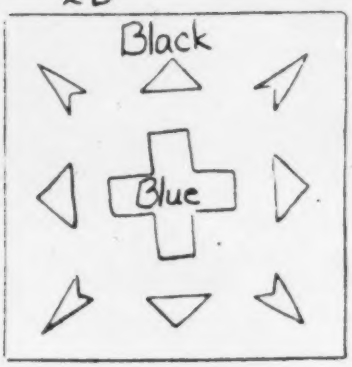
2B



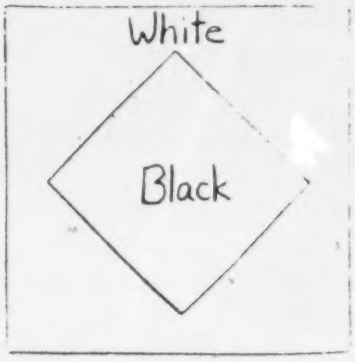
2C



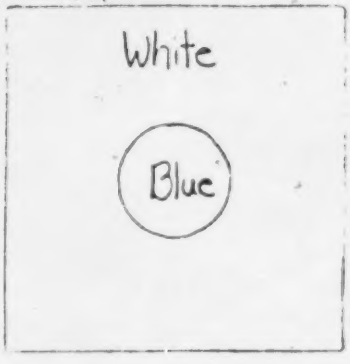
2D



2E

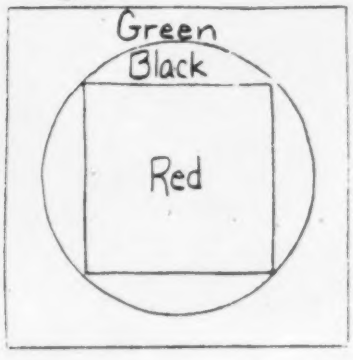


2F

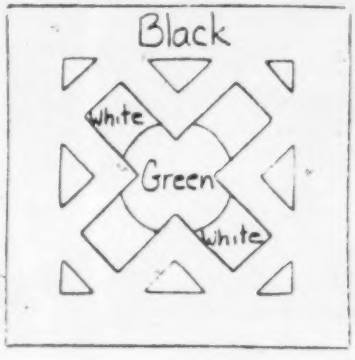


3 colored stencils required for following sequences.

3A



3B



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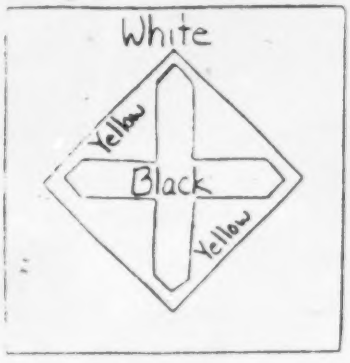
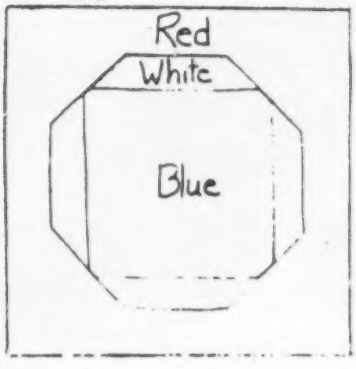
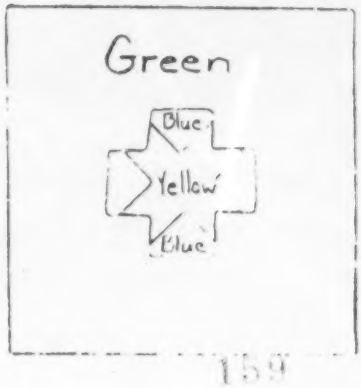


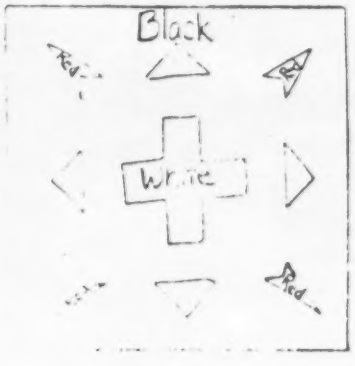
3D



3E



3F



AUDITORY ASSOCIATION RECORDING SHEET - 3

Name _____ Date _____

Date _____

School _____

Directions: Hit on walk only.

	PE	NPE	Verb		PE	NPE	Verb
week				work			
wake				walk			
skip				wake			
walk				run			
work				skip			
run				work			
jump				week			
walk				skip			
skip				walk			
week				wake			
work				TOTAL ERRORS			
jump							
work							
run							
walk							
jump							
wake							
week							
skip							
run							
week							
jump							
run							
wake							
jump							

Directions: Do not hit on walk. Do hit on any other word that tells something we do with our feet.

	PE	NPE	Verb		PE	NPE	Verb
week				work			
wake				walk			
skip				wake			
walk				run			
work				skip			
run				work			
jump				week			
walk				skip			
skip				walk			
week				wake			
work				TOTAL ERRORS			
jump							
work							
run							
walk							
jump							
wake							
week							
skip							
run							
week							
jump							
run							
wake							
jump							

AUDITORY ASSOCIATION RECORDING SHEET - 3

Name _____ Date _____

Date _____

School _____

Directions: Hit on ear only.

	PE	NPE	Verb		PE	NPE	Verb
fear				head			
eye				air			
head				fear			
ear				nose			
air				ear			
nose				near			
near				eye			
air				air			
near				ear			
head				fear			
eye				head			
nose				fear			
fear				air			
eye				Total Errors			
ear							
nose							
head							
near							
nose							
eye							
near							
ear							

Directions: Do not hit on ear. Do hit on any other word that names a part of our body.

	PE	NPE	Verb		PE	NPE	Verb
fear				head			
eye				air			
head				fear			
ear				nose			
air				ear			
nose				near			
near				eye			
air				air			
near				ear			
head				fear			
eye				head			
nose				fear			
fear				air			
eye				Total Errors			
ear							
nose							
head							
near							
nose							
eye							
near							
ear							

AUDITORY ASSOCIATION RECORDING SHEET - 3

Name _____ Date _____

Date _____

School _____

Directions: Hit on tree only.

	PE	NPE	Verb		PE	NPE	Verb
bush				grass			
leaf				leaf			
true				tear			
tree				tire			
grass				true			
tire				tree			
tear				tire			
tree				tree			
true				grass			
leaf				bush			
tear				TOTAL ERRORS			
bush							
tree							
leaf							
bush							
true							
tire							
tear							
grass							
tire							
grass							
true							
tear							
leaf							
bush							

Directions: Do not hit on tree. Do hit on any other word that names something that grows.

	PE	NPE	Verb		PE	NPE	Verb
bush				grass			
leaf				leaf			
true				tear			
tree				tire			
grass				true			
tire				tree			
tear				tire			
tree				tree			
true				grass			
leaf				bush			
tear				TOTAL ERRORS			
bush							
tree							
leaf							
bush							
true							
tire							
tear							
grass							
tire							
grass							
true							
tear							
leaf							
bush							